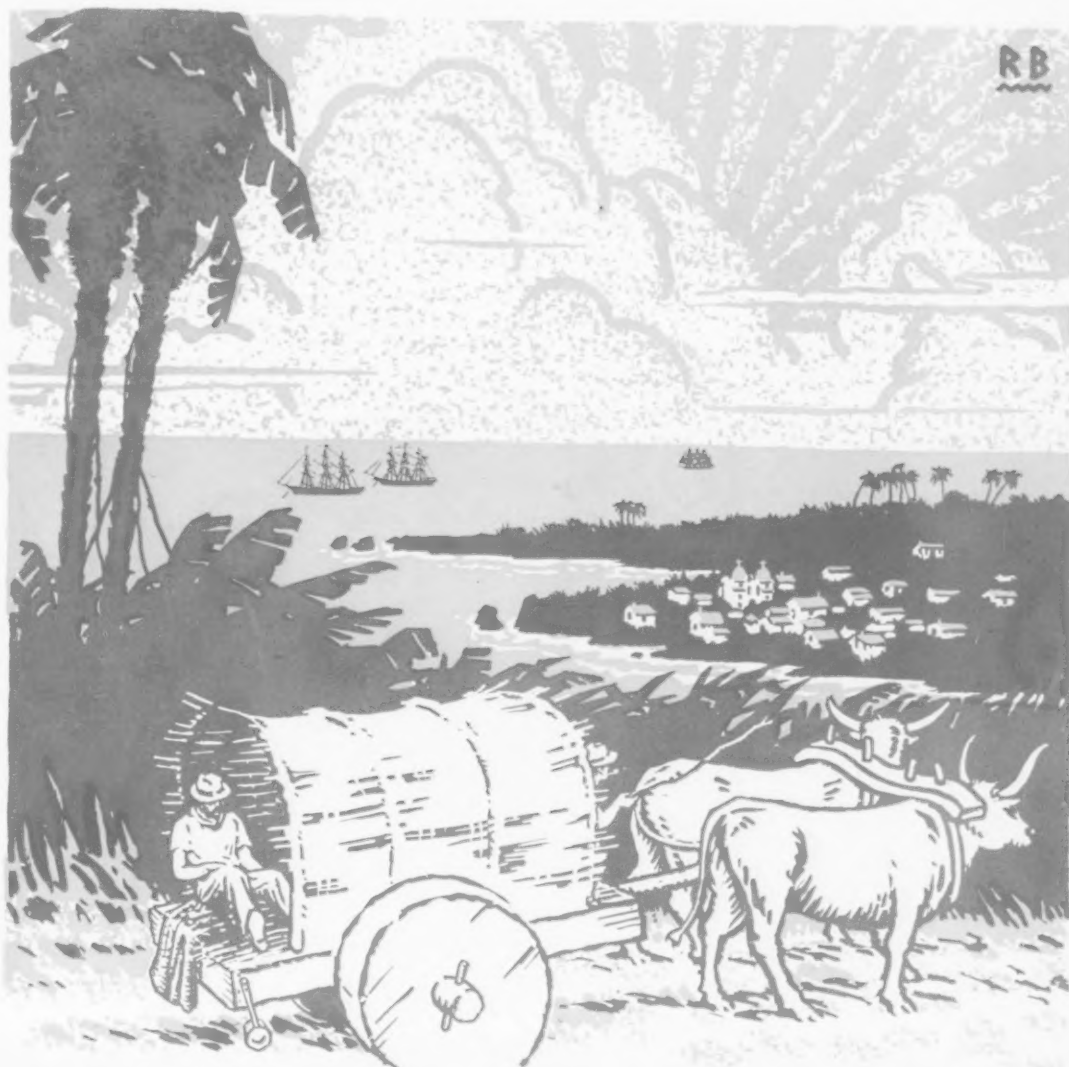


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## Department of Educational Travel

### "Whither Goest Thou?"

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There are over 30,000 teachers in California. About 99.44 per cent of them go somewhere during the Summer Vacation. Many take long tours. Europe, Canada, Mexico, Hawaii, the South Seas, the Orient, and world tours are all visited by vacationing teachers.

Furthermore, an astonishing amount of travel takes place during the Thanksgiving, Christmas and Spring holidays. The total mileage is great. Teachers' meetings, institutes, and conventions, bring together throngs in all parts of the state. In the Bay region assemble some 11,000 teachers; in Los Angeles some 14,000; in the other regions, like proportions.

The ocean trip to Hawaii is a favorite with teachers. Many go two, three, or more times, and each time find new charms on this wonderful group of islands. These peripatetic travelers tell their friends of the charms of this delightful trip—how it rests, refreshes, and

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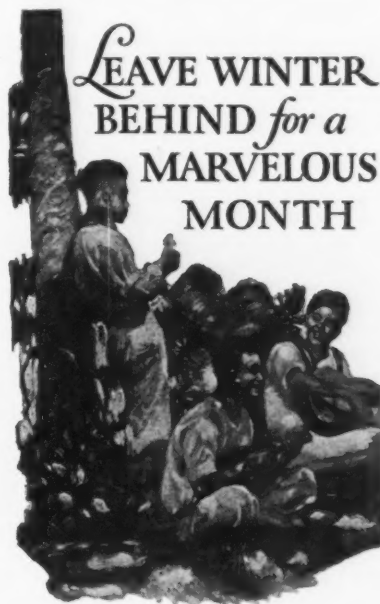
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"See America first" still stands pre-eminent as a slogan to attract a hearing. While the omnipresent motor-car carries thousands to and fro, across, and up and down the continent, there are many who find the comforts of railroad travel most pleasing. As a time-saver the railroad has its points. When one considers that railroad travel today literally gives "all the comforts of home"—and some others besides—the railroad wins out on the vacation plans.

So many inviting and alluring tours are now offered the prospective traveler, that it is difficult to choose. The problem generally resolves itself into a question of the amount of time and money to spare, and one picks the tour best suited to individual tastes.—R. W. S.

\* \* \*

### The Tourist Cabin

WHO would have thought but a decade or so ago, that the much-despised steerage of trans-Atlantic liners would be elevated to the place where it would be referred to by a professor of a large American educational institution as "stylish and intellectual." Yet such is the case, for Prof. Edward A. Steiner of Grinnell College so designates it in recent letters from Prague.

In fact, he goes further than this in adding: "It is now called the tourist cabin, and is the wide-trousered, high-brow end of the boat, with more Phi Beta Kappa keys than hairpins." Even more, he urged that there were enough professors in the steerage to start six colleges, whereas the second cabin contained enough contractors to build a tower of Babel, and the first cabin, enough brokers to float the stock!

The evolution of the steerage provides a striking example of molding of a supply to a demand. The proverb, "Necessity is the mother of invention," but half tells the tale. When demand becomes sufficiently insistent it finds a way out inevitably.

The average college professor, had he been asked fifteen years ago whether he was going to travel third cabin, would have regarded his questioner decidedly askance, as if disbelieving his ears. But today the amenities of the situation are such that he travels in comfort therein and takes it all for granted. How true it is that circumstances alter cases!

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WILLIAM JOHN COOPER  
*State Superintendent of Public Instruction*

(See Page 77)



# EDITORIAL



**A**T THE annual convention of California school superintendents at Tahoe, last October, Miss Helen Heffernan, Commissioner of Elementary Schools, presented an especially strong **EXPERIMENTING VS. TEACHING**

paper. In this address, under the caption, "Urgent Problems in Elementary Education," Miss Heffernan treated among other phases the necessity for an analytical study of teacher training institutions—their courses of study, methods of teaching and like important matters. Those who heard this address, and who are familiar with the organization and technique of teacher training, were struck with the soundness of her statements as to the attitude of certain institutions, and the methods followed by certain faculty members. She said:

"It has been my experience that in some teachers' colleges the function of the institution has been perverted to permit certain individuals an opportunity to experiment with some highly theoretical hypotheses, which may attract attention to the instructor and if successful make him famous. To the young, inexperienced teacher, these educational experiments in delicate shades of distinction about how to handle a given problem, are for the most part arid scholasticisms.

"This statement," Miss Heffernan continued, "is not to be interpreted to indicate inexorable opposition to experimentation in teacher-training institutions. Such experimentation should, however, be reserved for more experienced teachers who can appreciate the subtleties involved. The function for which the teachers' college is intended—training for the actual conditions in the field—should receive major emphasis. Unless a theory is well substantiated by scientific findings, it is certainly of questionable value in the training of those for whom the profession is more or less

a "big, booming, buzzing confusion" anyway. Certainly, we must consider as an urgent problem in elementary education, that of bringing the teacher-training institutions into close harmony with the needs of the public schools."

The Commissioner of Elementary Schools has touched upon a fundamental weakness in the conduct of our educational system today. It needs to be said, again and again, that in our teachers' colleges, our universities, and in our high schools even, the experimentation and research fetish too frequently crowds out good teaching. Men and women in these institutions too often neglect their students in the interest of pseudo experimentation and superficial research.

The universities have long been the worst offenders in substituting for real teaching the traditional lecture method and technical investigations and researches. It is unfortunate that certain teachers' colleges, normal schools and secondary schools have, in some degree, adopted this sterile university plan.

One of the functions of the university is that of adding through sound investigation and scientific research to the world's store of knowledge. Then, too, desire for advancement on the part of all teachers and professors is to be commended. But many of those who are "experimenting" and "researching" when they should be teaching are, unfortunately, not so much concerned with adding to the world's store of knowledge. They are rather, as Miss Heffernan so well points out, interested primarily in bringing the institution into public notice or in securing for the investigator advanced standing or aca-

demic honors. Certainly in the last analysis, experimentation, as considered by the commissioner, should be left to those institutions and individuals with sufficient equipment and leisure to guarantee results without robbing worthy students of the personal attention that is their due.

To teach the pupil how to think is, after all, the chief function of institutions of learning. Says the commissioner, "an urgent problem in elementary education is that of bringing the teacher-training institutions into close harmony with the needs of the public School." Of course it is. No less is this an urgent problem in secondary education. Hence this is a problem for solution, not by the teachers' colleges only, but by the schools of education of our universities as well.

It needs to be said, however, that today, as has been the case for a half century, the fine art of teaching is much more often found in our normal schools and teachers' colleges than in our universities. This fact established, it is easy to understand why much of our best teaching in the public schools today is found in the elementary grades.

We wish opportunity would present for a visit to some of the classes in one or another of our teachers' colleges. To observe the high art of teaching is an inspiration.—A. H. C.

\* \* \*

**WE** ARE today, and rightly, much concerned about the financial rewards for the teacher who has pursued graduate studies, who has secured advanced degrees, and who is improving himself professionally while in service. With these matters we should be concerned. These criteria are all to be reckoned with. We have

#### REWARDS FOR SERVICE

worked out single-salary schedules for men and women. We have devised detailed rating scales on the basis of years of experience. We have catalogued teachers on the grounds of the grade taught, the number of rooms supervised and on other largely mechanical bases.

Today our schools are sadly in need of more *real* teachers. The danger is that with our laudable desire to advance professionally and to increase our already high standards, we may, at the same time, so tangle ourselves in the maze of administrative and curricular machinery, in the details of higher and specialized certification, and in the craze for advanced degrees, that we may lose sight of the real function of the school and the province of the teacher.

In this connection it would be of interest to check up on those school administrators, who speak enthusiastically of the large number of teachers in their corps now holding graduate degrees, and those other administrators who point out the large number who are artist-teachers. No argument is needed to prove that we need teachers thoroughly prepared on the academic side. But those who are not fully aware that mastery of subject-matter carries with it no guarantee of ability to impart knowledge, should pass over into other hands the selection of teachers for their schools.

The fine art of teaching will never be developed to the limit of its possibilities, however, until we learn how to draw into the profession and retain there, those men and women who, by training and experience not only, but by disposition and temperament, are best qualified to make the maximum contribution as teachers. This we cannot hope to do until we learn to reward on the

basis of service rendered. Men and women possessed of those traits, abilities, characteristics and aptitudes that make them stand out as models to be followed in the fine art of teaching, must find it possible to secure these higher rewards, just as in the other professions and in the business world, it is possible for the competent, the well-trained, and those of special aptitude, to secure these highest rewards.

Special service that yields the largest return on the investment should bring commensurate reward, regardless of routine schedules. If it be urged that we have no machinery by which we can today evaluate the teachers' contribution, to the end that superior service may be rewarded, the query might well be put to some of our researchers and rating scale experts, as to the validity of their findings, in their intelligence and achievement tests for children.

We are fully aware of all the administrative difficulties in the way of realizing the above ideal. Who is to rate the teacher? How are personal preferences to be avoided? How is the teaching corps to be persuaded that "pull" or bias or friendship have not conspired to advance an average or mediocre associate over the heads of her fellows. How is an administrator to prevent disaffection in the corps and to guarantee his own position from attack?

Like all other modern educational problems the solution is not simple. And the administrator who fears to tackle the problems should at least be consistent. He should stand for a schedule of salaries in the field of administration, likewise based on training, years of experience, size of school system, and of academic honors without reference to those abilities and characteristics which, if possessed in marked

degree, render the administrator a leader in his field.

If the solution to this problem of adequate rewards for superior teachers is a long way off, the problem is no less a real one, and the ultimate solution no less imperative.

The demands for productive scholarship must never be lost sight of. Likewise the demand is for teachers who understand the pupil and the fine art of teaching—of the type of a Comenius, a Pestalozzi, a Horace Mann, a Francis W. Parker, an Alice Freeman Palmer, a Frank McMurry, an Alexis F. Lange?

Such teachers seldom enter the profession for the financial consideration involved. Their rewards in the lasting things of life are certain. But their material rewards should be, not for themselves alone, but for the effect upon others, in keeping with their scholarship, their skill, their sacrifice, and their service.—A. H. C.

\* \* \*

**R**ETIREMENT of Dean James Earl Russell, from the deanship of Teachers' College, Columbia University, at the close of the scholastic year is a matter to call for national comment. Teachers' College is today, without doubt, the greatest professional school for the training of teachers in the world. In years past students and educators from our own country felt it necessary to pursue graduate studies abroad and especially in Germany. But during the last three decades Teachers' College has been gradually assuming leadership so that today it stands out as the most important institution for teacher training in the world.

**FATHER  
AND SON**



Many elements have conspired to advance Teachers' College to the position it now occupies. Chief among these, however, is the work of Dean Russell himself. Among his outstanding characteristics has been that of vision for the future. Where others have groped blindly he has seen coming events as they cast their shadows. In this way Teachers' College has been the first to plan and carry into practice advanced ideas and ideals in education. In addition to this Dean Russell possesses ability amounting almost to magic in the selection of men and women for a faculty that is unexcelled. And no man in America has developed a greater ability to interpret education to the public mind and to secure from those able to contribute large sums of money for endowments to carry on the work.

It is fortunate that the College is able to secure as his successor his own son, Dr. William F. Russell, himself trained at the College and a man of broad experience, administrative ability and well known to the educators on several continents. Dr. William F. Russell has, during recent years, occupied a number of important and strategic educational positions. He has served as head of the department of education, University of Iowa; professor of education and associate director, International Institute, Teachers' College; member of the China Educational Commission; educational advisor, American Library Association, and is Phi Beta Kappa (Cornell University).

Dr. William F. Russell without doubt will continue to make in the next few years a large contribution to education. And the friends of the College and former students will gladly give the new dean the same support that they have accorded his illustrious father.—A.H.C.

**E**IGHTH annual observance of California Public Schools Week will occur April 25 to 30 next. This distinctive California tradition was instituted by the Masonic Fraternity at a time of crisis in the public schools. Immediately following the Great War schools were being closed, teachers

#### **PUBLIC SCHOOLS WEEK**

were leaving the profession in great numbers, and educational opportunity everywhere was being curtailed. Deplorable apathy and ignorance of the situation prevailed. Year by year the California Public Schools Week has grown in significance and scope. The meetings are public in every sense of the word, and wherever practicable are held in school auditoriums.

The prime objective this year is to afford opportunity to the public to become informed concerning the American free public school system.

—V. MacC.

\* \* \*

**T**ERPSICHORE, Greek Muse of choral song and dance, was symbolized by the lyre and plectrum. The Greek genius early recognized the primal place of music in the educational program. Again in **MUSIC** medieval times, music rose to noble heights. The cloister and the cathedral heard stately chants.

Today, music is given prominence in the school curriculum. Charles W. Eliot, that great American schoolman, many years ago declared that "music is second to no other study in its educational value." Laboratory psychologists and modern educational clinics have corroborated, with technical precision, that which world philosophers, from Plato to John Dewey, have known full well.

Most of the larger communities in



the United States have good music work in their schools, although there is still much room for improvement in teachers, equipment, supplies, time schedules and home co-operation. A large percentage of the school children of America, perhaps one-fourth of the total enrollment, still attend one-room schools. In the main the musical training they receive in these schools, states C. A. Fullerton, head of the Iowa State Teachers College department of music, "is extremely unsatisfactory."

The two outstanding musical needs of the rural schools are these: (1) good ideals (creative and appreciative) of music; (2) adequate training in the re-creating of music. These are needs likewise of the city schools, the colleges, and our communities in general.

Music in California schools will never reach its due accomplishment until our teacher-training institutions are given more substantial support in this field. The classroom teacher should be well trained in music,—so well trained that music becomes a regular feature of the daily program.

The annual state conference of California music teachers' and supervisors, shortly to be held, is an unique California project. It promotes music instruction and professionalism. California has a glorious record in the matter of school orchestras, bands, glee clubs, and music clubs. The appreciation of good music and in large degree, the re-creation of good music, is a function of every public school. In the Report of the Committee of Fifteen, published some years ago by the California High School Teachers' Association, is given an interesting account of music in a large California union high school. The aim of the music department in that school was stated as being

"to reach as many students as possible, to give them a vision of fundamentals and good music, and to insist on a practical execution of sound principles."

Music,—vocal and instrumental, creative and appreciative,—is essential in character training, in home-making, and in community life. In Dante's journey through the ten spheres of Paradise, music was all pervasive. It is of music that the universe,—material and spiritual,—is built.—V. MacC.

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**A**S WE GO to press there comes announcement of the appointment of Superintendent Will C. Wood to the post of State Superintendent of Banking for California. This is not entirely unexpected. It has **WOOD** been known for some time **COOPER** that Governor Young has been desirous of securing Mr. Wood for this important post.

The Governor was faced with a choice of appointing a banker who, he says, "in the very nature of things must be allied with one or another of the two or three banking interests of the state, or to select a man who is not a banker but who has intelligence, executive ability, absolute honesty and independence of any faction in the banking world, besides the very important characteristic of fearlessness and rigidity of backbone."

Mr. Wood made his decision to retire from the State Superintendency following the defeat of the amendment proposing increase in salaries of certain statutory state officers, including that of Public Instruction. Governor Young could not persuade him to modify his decision to resign, as Superintendent Wood felt that he had to seek a field where the compensation was more nearly adequate.

Mr. Wood stated in his letter of resignation that he was compelled, in justice to his family, to give up his present position; that he recently had been offered as high as \$12,000 per year as city superintendent of schools; and that he must either accept another superintendency or go into private business.

As we stated editorially in the December issue of this magazine, in speaking of the amendment proposing an increase in Superintendent Wood's salary:

*"It is greatly to be regretted that Amendment No. 5 on the ballot—Senate Amendment No. 23—which proposed to increase the salaries of certain state officers, was lost. It is difficult to understand how an intelligent public could vote against this amendment. The proposed increase in salary for the Superintendent of Public Instruction, Secretary of State, and certain other State officers, is in line with sound business prudence, economy and efficiency in government."*

Succeeding Mr. Wood as Superintendent of Public Instruction is William John Cooper, now Superintendent of Schools of San Diego, formerly Superintendent of Fresno. California is, indeed, remarkably fortunate that a distinguished school executive of Mr. Cooper's high standing is able to leave a \$9,000 superintendency for the State position, which pays only a meager \$5,000. The situation is anomalous, and is California's good luck. He has occupied a number of prominent educational positions in the State. He is a member of the Board of Directors, the California Council of Education, and has served as Chairman of the Committee of the Council on the Reorganization of the School System. Mr. Cooper has made one of the most constructive and far-reaching investigations on this topic of reorganization ever made in this country.

It is particularly fortunate that with the plan of reorganization now to come before the Legislature, Mr. Cooper is available to assume the State post. He is an executive of marked ability, a trained teacher, and his abilities as a scholar are recognized. Governor Young and the people of the State are certainly fortunate in being able to secure Mr. Cooper. He is a graduate of the University of California and a member of Phi Beta Kappa, and gave signal service to the Government during the War. Governor Young, in speaking of Cooper, says that the State has obtained a man "justly regarded as one of the ablest among the younger educators in the United States."

It is to be hoped that the reorganization of the State school system, at least in its fundamental aspects, as proposed by Governor Young, will be effected, and that in time Mr. Cooper will receive a salary more commensurate with his ability and the requirements of the office.—A. H. C.

\* \* \*

## Public School Music

CALIFORNIA is fortunate in having a well-organized State Public School Music Association. It was organized in 1925, has a membership of 300, and holds an annual convention. It publishes a bulletin. The officers are: Charles M. Dennis, Stockton, president, and Ada C. Camp, Fresno, secretary.

It is not too early to announce that National Music Week is to be celebrated May 1-7, under the auspices of the National Music Week Committee of 45 West 46th Street, New York City. National Drama Week, under the auspices of the Drama League of America of 59 East Van Buren Street, Chicago, and occurs February 13-19.

# The Findings of the California Curriculum Study

J. M. GWINN, *Superintendent of Schools*  
*San Francisco, California*

**T**HE California Curriculum Study has been completed and is now published. It makes a large volume of some 500 pages. It will be an important contribution to educational history and to curriculum-making. It is in four parts. Part I is a summary of the study and general recommendations. Part II is historical, being a study of the evolution of the elementary school curriculum with special reference to California. Part III contains 12 chapters, each chapter devoted to a study of one of the principal subjects in the curriculum. Part IV deals with the factors affecting curriculum revision. These factors are,—attitude of the public, examinations, mobility of pupils, pupil progress, and the causes of failures.

There are cycles of legislative activity in curriculum-making in California. These cycles seem to be 16 years in length. The beginning of one of these cycles is the psychological time for curriculum revision. Laymen and members of the profession should be aware of the recurrence of these legislative cycles in order to control them in the interest of sound programs of elementary education. These periods are indicated by serious civic, economic, and social changes and by unusual activity of minority groups desiring new studies in the curriculum.

Special interests are stronger than educators in getting curriculum changes. Most of the changes that have been made in the elementary curriculum for California have been due to the activity of special interests. The marked exceptions to this rule were the curriculum established in the early fifties and the changes made by the legislature in 1924.

*It is easier to introduce subjects into the curriculum than to get them out. There is a very strong tendency for materials once in the curriculum and which have become useless, to remain in the curriculum. The entrance to the curriculum should be well-guarded by the sign "School, Go Slow." There should always be the light of intelligent criticism turned upon the curriculum.*

The present law specifying subjects is too restrictive in requiring 50 per cent of the time to be devoted to "the three R's" in the upper grades, especially the 7th and 8th of the elementary schools. There is need to revise or to interpret the law in order that a proper course for junior high schools can be made without violating the requirements of the law.

**L**OCAL initiative in course-of-study-making should not be discouraged. While there should be a core state curriculum, local communities should be required and given opportunity to fill out the curriculum to suit local conditions and needs.

The county examination of pupils should be abandoned and a better method of testing substituted. The examination has a powerful influence on the curriculum. If it is known that at the end of the year an examination of a certain type will be given, the schools very naturally seek to prepare the children for the examination. The examinations as they have been given often are out of harmony with the best aims and practices of education.

## Too Much Migration

There is great mobility in the population of California. Children move from school district to school district. Only one-third of those completing the eighth grade complete this grade in the same district in which they began their education. This moving about makes a common core desirable for the elementary school curriculum in the several counties of California. Under the most favorable circumstances, moving from school district to school district causes **considerable loss to the children**. This loss is increased if the courses of study are very different in the different school districts.

A flexible course of study is needed to meet the needs of the varying abilities of children and to reduce retardation. The present courses-of-study appear to be too difficult above the third grade. The crucial points should be determined at which special minimum essential sub-

ject matter should be placed. Failures may be reduced by this arrangement of subject matter and by giving special help to children over these crucial points.

### **More Planning Needed**

There should be more careful planning of lessons and assignments by teachers and more teaching the children how to study. Teachers often report that the cause of pupils failing is "lack of application and attention." It is a fair assumption that better planned and executed lessons would materially reduce failures attributed to lack of application and attention on the part of the children.

The health program to promote more regular attendance must be fostered. Many failures are due to absence. Much of the absence is due to health conditions which may be remedied through proper instruction for the conservation and promotion of health.

### **Inadequate Family Life**

Curriculum organization should be carefully planned in the lower grades to meet the needs of many immature children. The family life of many little children fails to provide the children with the necessary experience; hence, the schools in their lower grades especially must provide ways and means for giving these children experience necessary for their future progress in and out of school.

There is need for more specific guidance in program making than is now provided in most courses of study. The daily programs of teachers show this need. These programs in many instances fail to distribute the time properly among the subjects and fail to distribute the activities of the day in the proper manner. There appears to be a need for a campaign for proper daily program-making in the schools of California.

**R**URAL courses of study should profit more from the courses provided by counties and cities. The small district school has not the ways and means for making a proper course of study. There appears to be a need for a larger unit than the small district for course of study making.

### **Geography and Spelling**

There is great need for the revision of the course of study in geography and in

spelling. Geography presents the most varied organization found in the course of study. Proper text books in geography should be adopted. The spelling list in use is ten years old and contains some words not necessary and should contain other words made necessary by the experience of the ten years.

Reading and language should be basic rather than arithmetic in the first two years of the course of study. Arithmetic should not be recognized as a significant basis subject until the third year.

### **Simplification Demanded**

There is not the slightest evidence that the public is demanding a complete revision of the elementary curriculum. There is certainly no demand for additional subjects. The public as a whole is satisfied with the elementary school curriculum. It is, however, demanding simplification in the organization and more attention to the fundamentals.

There should be an aggressive effort to acquaint the public with the findings of educational research. The results of research affecting the public schools should be written in a form easily understood by the average layman and other ways and means employed to promote a better understanding on the part of the public of the investigations and recommendations made by experts in our schools of education and universities. In their suggestions for changes in the elementary school curriculum the lay public is most conservative and the college teachers of education are the most radical. High school teachers are next most conservative and teachers in the primary grades of the elementary schools are next most radical.

There should be a separate course-of-study organized for use in special classes. Subnormality is a large cause of failures. This cause should be met by a special course of study for handicapped children.

Each of the basic subjects of the elementary curriculum has its own period of prominence or intensity. No single subject is equally intense or prominent throughout the eight years. A relatively high degree of centralization on a small number of subjects in any one grade is



apparently a condition of an effective curriculum.

*In the interest of more effective learning a core curriculum should be developed and generally accepted throughout the State of California.* This is perhaps the most important finding of the Study. An outline of such a core of curriculum is contained in the Study. At the recent meeting of Superintendents of California, a resolution was adopted recommending the appointment by the State Superintendent of Public Instruction of a Curriculum Commission. It is to be the responsibility of this Commission to develop the core curriculum.

There should be a careful selection of the basic text-books by the State Board of Education, co-operating with representative educators in the public elementary schools. Such a selection will materially aid in bringing about that uniformity which is desirable.

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## Educational Legislation

### Progress Report—A. H. C.

**N**OW at the time of going to press we make the following brief report of progress. The Joint Legislative Committee of the California Teachers' Association and the Superintendents' Convention held a three-day conference, Sacramento, January 10-12, under direction of Mark Keppel, chairman of the Joint Committee. Attention was given to the proposed legislative program, comprising thirty-two items, as set forth in our January issue. Additional items had been suggested at the Council meeting, Los Angeles, December 18.

A legislative program proposed by Superintendent Wood, twenty-two items, was presented by him to the conference. Opportunity was given for consideration of every phase of proposed legislation. Bills were drawn and have been introduced. The State Superintendent's office is handling a number of these.

Special mention may be made of reorganization of the state school system, improved teacher training, codification of the school law, retirement salary, tenure, teacherages, cafeterias, sabbatical leave and exchange, part-time, probation, junior high schools, and anti-fraternity law.

Through resolution, the Joint Committee was specifically charged with the further definition and accomplishment of our unified program.

Present status of several important measures is as follows:

**Reorganization of State Department of Public Instruction and State Board of Education.** This measure was introduced into the Senate by Senator Swing and referred to the Committee on Governmental Efficiency, of which he is chairman.

**Tenure** (A. B. 914, Leymel)—Referred to Assembly Committee on Education.

**Sabbatical Leave and Exchange of Teachers** (A. B. 834, Williamson)—Referred to Assembly Committee on Education. An identical bill (S. B. 529, Allen) was introduced and referred to the Senate Committee on Education.

**Retirement Salary** (A. B. 956, 957, 958, Woodbridge)—Referred to Assembly Committee on Education. These bills provide for gathering of data, actuarial investigation, and appropriations.

Owing to the large number of bills introduced immediately before the adjournment for recess, the State Printing Office is "swamped" and will not have printed all of the measures introduced, so we are informed, until several weeks have passed.

### Senate Committee on Education

**Slater** (Chairman); Allen, N. M.; Johnson, Evans, Handy, Hurley, Baker, Murphy, Ingram, Pedrotti, Jones, H. C.; Sharkey, Christian, Tubbs, Hollister.

Their home addresses are:

**Slater, Herbert W.**—800 Fourth street, Santa Rosa.  
**Allen, N. M.**—433 Grand View avenue, Los Angeles.

**Johnson, M. B.**—Montara, San Mateo County.  
**Evans, H. J.**—234 N. Canyon Blvd., Monrovia.  
**Handy, Fred C.**—Ukiah, Mendocino County.  
**Hurley, Edgar S.**—1904 Filbert street, Oakland.  
**Baker, C. C.**—Salinas, Monterey County.  
**Murphy, Daniel C.**—90 Justin Drive, San Francisco.

**Ingram, Thomas**—Grass Valley, Nevada County.  
**Pedrotti, J. L.**—225 Wilcox Bldg., Los Angeles.  
**Jones, H. C.**—895 Hedding street, San Jose.  
**Sharkey, Will R.**—Martinez, Contra Costa County.  
**Christian, E. H.**—1097 "D" street, Hayward.  
**Tubbs, Tallant**—200 Bush street, San Francisco.  
**Hollister, J. James**—Gaviota, Santa Barbara Co.

### Assembly Committee on Education

**Byrne** (Chairman), Williamson, Leymel, Miller, Eleanor; Lenehan, Rochester, Roberts, Woodbridge, Melville, Reindollar, Adams, McDonough, Crawford.

Their home addresses are:

**Byrne, Hon. William M.**—2809½ N. Griffith avenue, Los Angeles.

**Williamson, Ray**—756 Page street, San Francisco.

**Leymel, Z. S.**—545 Roosevelt avenue, Fresno.

**Miller, Eleanor**—251 Oakland avenue, Pasadena.

**Lenehan, Thomas J.**—695 Miramar avenue, San Francisco.

**Rochester, George W.**—729 S. Union street, Los Angeles.

**Roberts, Frederick M.**—1415 Central avenue, Los Angeles.

**Woodbridge, Mrs. Cora M.**—401 Main street, Roseville.

**Melville, Charles B.**—Fort Bragg, Mendocino County.

**Reindollar, Charles F.**—236 Center street, San Rafael.

**Adams, Elbert G.**—Livingston, Merced County.

**McDonough, M. J.**—944 Thirty-ninth street, Oakland.

**Crawford, James C.**—3206 Wyoming street, Burbank.





## Instrumental Music

S. J. MUSTOL

*Supervisor of Instrumental Music  
Santa Ana, California*

**W**E TEACH instrumental music, all band and orchestra instruments, in every grade school in the Santa Ana school system, free to all capable boys and girls from the fourth grade up. All that the pupil is required to do is to buy the instrument he wishes to master and the required book.

We maintain two instrumental classes in every school. One class is composed of boys and girls who began last year. One is composed of those who began this year. As soon as a pupil plays sufficiently well he is promoted to the senior group. These children play for all school functions in their respective schools. At last year's Public School Week Program, 200 of these children gave a concert, playing as one orchestra.

Junior and Senior orchestras are maintained in both our junior high schools. When a pupil graduates from one of the grade schools in the city, we enroll him in one of the orchestras in the junior high schools for which we think he is best suited. Here he receives instruction three times a week. Like the grade schools, they also play for all junior high school functions, and many times for various entertainments in the city.

When these young people graduate

from the junior high schools and come to our high school, we know them thoroughly. We know definitely the ability of each one. We place them accordingly in either our high school band or orchestra.

Our high school orchestra consists of 64 players. We play music of the highest order only, such as "Poet and Peasant" Overture.

This orchestra plays for all high school functions that the band does not. Our high school band is composed of 49 pupils. It plays for all football and other games, for many things out of school and for everything that the high school orchestra does not.

This band won first prize at the Annual County Music Contest, and won second prize in last year's Armistice Day Parade. It won again second prize in our 1926 Armistice Day Parade, although there were 14 bands in the parade. The majority of them were professional bands from out of town. And so, we won three cups all within one year.

We have no band in our junior college—our high school band plays for all junior college functions wherever a band is needed. We do have a junior college orchestra composed of about 20 young people who are drilled on high grade music twice a week. They play also for various junior college activities. All of the above from the grade schools up to the junior college is under supervision.

# Transportation of High School Students

PAUL E. ANDREW

*Principal Clovis Union High School, Clovis, California*

CALIFORNIA is second only to Indiana in the amount expended for student transportation and in the number transported. Every morning in California more than 100,000 students ride busses to school. Over two-and-one-half million dollars were in the California 1925 transportation budget. In Fresno county alone is a fleet of more than 100 school busses. Their daily mileage totals more than the distance between Cape Mendocino and Cape Hatteras.

Schools are spending \$30,000,000 annually to transport pupils. Ten states make a yearly investment in transportation of more than one million dollars each. It may be interesting to note that from this group we have Massachusetts in the East, Mississippi in the South, Minnesota in the North, and California in the West. These facts are noteworthy sidelights on the growth of the consolidation movement. They also show that transporting pupils to school must now be considered as one of the most important problems of rural school officials.

Most high school principals have tried to compare their transportation costs with those of other schools. In some instances you may have succeeded very well, but on the basis of my own experience I venture the guess that you have most frequently failed to get the desired information.

The failure has not resulted because of any lack of professional co-operation, but because of the fact that transportation bookkeeping is far from standardized. We have not even agreed as to what information we want. Surely we are looking for some sort of cost unit. From the principals in one county alone the following units have been suggested:

1. Pupil miles.
2. Total number of passengers (Street car method).
3. Number of students served (Potential load).
4. Average daily attendance on bus.
5. Potential load factor of A. D. A. of the school.
6. Cost of transportation regardless of bus burden of service rendered.
7. Ton mile per gallon of gasoline.

Other units have been suggested, but at the office of County Superintendent, the number of suggestions has not kept pace with the number of questions. In response to the continued re-

quests for transportation data, Superintendent Clarence Edwards of Fresno County determined to secure a compilation of transportation facts that would enable him to answer all reasonable questions regarding transportation units and costs. He enlisted the services of Assistant County Supt. Fulstone of Fresno, Mr. Gilbert of Selma and Mr. Croyle of Clovis. These men have given a long period of attention to the problem. The committee may well be dignified by the expression "research group." "The Fresno County Plan" as now in use is the work of this committee. The system consists of a set of eight interlocking forms or reports. The facts on each report are condensed and incorporated in the next form. The annual report is the last sheet and it is the result of the logical compilation of the footings of the previous reports. By the use of the data collected by this system, one may obtain costs on almost any cost-unit basis. Comparisons, almost without number, may be made. Of course we realize that under certain conditions the comparison of the economy of a Ford bus with the economy of a Pierce Arrow bus may be of no value, but it is by the gathering of many facts that we discover laws.

## 1. Bus Driver's Book

The Fresno County Plan starts with a bus driver's attendance record book. That presents the initial reaction of too much work. An actual check shows that it may be handled by the driver while students load and unload, so that it does not involve hardship on the driver. In some cases the attendance record is handled by a student.

Mileage and attendance are both kept. The attendance, after riding distance has been established, is all that is needed to determine the number of student miles. The distance that the exceptional or irregular rider makes may be determined by the speedometer or by the driver's estimate. It may be said here that those who designed the driver's record book did not do so simply in order to get student-miles. They knew that a number of leading educators and transportation men were accepting student-miles as a suitable unit. They felt that data for this unit might be easily obtained.

The driver's book is a valuable check on the

office attendance record. It encourages system, fixes responsibility, and its disciplinary effect is of considerable importance. The mileage element in a record-book has a tendency to cause bus men to give a more careful study to the routes of their busses. It tends to fix bus routes. It is true that bus routes should not be fixed at the expense of economy, but there are some grave administrative problems in that community which comes to believe that bus lines are changed "while you wait."

### 2. Driver's Monthly Report

From the daily record book the driver obtains footings which are recorded in his monthly report. It shows the number of regular trips, bus mileage, student mileage, speedometer readings, and names of any relief drivers.

### 3. Superintendent's Monthly Report

These reports are handed to the superintendent of transportation, who combines them in his monthly report as provided in Form 3. In addition to being a compilation of driver's reports, this sheet provides for some additional information which may be of interest to the principal and to his board. The latter part includes all the necessary information for the issuance of the salary warrants of drivers.

### 4. Local Extra Trips

Form 4 is for the record of local extra trips. It is to be posted on a bulletin board in the

Form No. 2	
<b>BUS DRIVER'S REPORT</b> Transportation Dept.	
.....School	
For month ending .....	192... Bus No.....
<b>1. No. of Regular Trips</b>	
Morning .....	Total .....
Evening .....	
<b>2. Bus Mileage</b>	
Morning .....	Total .....
Evening .....	
<b>3. Student Mileage</b>	
Morning .....	Total .....
Evening .....	
<b>4. Speedometer Readings</b>	
Last Reading of Month .....	Mileage for Month .....
First Reading of Month .....	
<b>5. Relief Drivers Names</b>	
.....	No. of Trips .....
.....	.....
.....	.....
Signed .....	Driver.

Form No. 3

### MONTHLY REPORT

Transportation Department

Bus No.

1

**1. Regular Trips**

Morning .....

Evening .....

**2. Extra Trips**

Relief Service .....

Athletic Department .....

Agricultural Department .....

Miscellaneous .....

**3. Bus Mileage**

Regular Service .....

Extra Service .....

**4. Student Mileage**

Regular Service .....

Extra Service .....

**5. Service Interruptions**

Tires .....

Mechanical .....

Accidents .....

**6. Late Arrivals**

garage. After each extra trip the driver should enter the required information, *i. e.* date, bus driver, bus number, destination, distance traveled, and student miles.

### 5. Request for Transportation

As principals, we appreciate the value of knowing where to find everything and everybody. We must fix responsibility. Form 5 is a very simple little sheet, but in this connection it fills an important need. It is a request for transportation. When a member of the faculty desires to take a group of students on any outside trip, he fills and presents it to the principal for approval. When the application is approved by the principal it is turned over to the one who has charge of transportation so that a bus may be assigned. After the trip the speedometer readings and student-miles are recorded and the form turned in for incorporation in the monthly report.

### 6. Costs of Operation and Maintenance

Form 6 is for a record of the cost of operation and maintenance. It forms the basis for all cost-accounting of the transportation service. It is intended that this sheet should be kept by the man who has charge of operation and maintenance. One of these reports is made for each bus each month. This form is so complete that it makes the record easy to keep.

Operation costs, such as grease, oil, gas, tires and tubes, are carefully segregated from the maintenance costs. Under the latter heading

Form No. 5

**REQUEST FOR TRANSPORTATION**  
Transportation Department

.....School  
Date.....  
The ..... Department requests  
transportation for .....students  
to.....and return.  
Purpose of Trip.....  
Date of Leaving.....  
Time of Leaving.....A.M.—P.M.  
By.....  
Teacher in Charge  
Approved.....  
Principal  
Bus Assigned—No. ....  
Driver .....  
Speedometer Reading—Return .....  
Speedometer Reading—Leaving .....  
Miles Traveled .....  
Student Miles .....

are labor on body, chassis or tires; repair parts; accessories; painting materials, and miscellaneous replacements. After the report has been completed and computed for maintenance cost per bus-mile; operation cost per bus-mile, and total cost per bus-mile less overhead, this sheet is torn along its perforated line and the footings of the lower part of the sheet filed with the principal. The upper part which contains such details as the number of quarts of oil and hours of labor for a definite date, is retained by the superintendent of transportation.

**8. Annual Costs**

Form 8 is provided for showing the annual amount and the distribution of operation and maintenance costs. The figures for the columns of this form are to be taken from the totals which were reported in Form 6. On this sheet the item of insurance appears at the bottom of the sheet rather than in a column. This arrangement is due to the fact that insurance does not fall within the tabulated classifications. Reference to one of these reports will readily give, for any month, the following cost totals: driver's salary, supervision, janitor service, gas, oil, grease, tires, tubes; body labor tire labor, chassis labor, repair parts, accessories, supplies, tools and small equipment.

**7. Private Conveyances**

Additional forms (Set 7) have been provided for schools which use private conveyances. The problem of contract transportation is coming to be less important because district-owned busses have proved more satisfactory than the privately-owned ones. The most comprehensive school transportation study has been made by Mr. Covert, Specialist in Consolidation, U. S. Bureau of Education. Mr. Covert states that there are four outstanding reasons why school-owned busses must replace the privately-owned:

1. *The School Administrator should control the bus. This is seldom possible when a bus is hired, for control goes with ownership.*
2. *School busses should be kept in a school garage and given regular systematic attention.*
3. *Close supervision of pupils in transit is essential. This is more easily exercised with school ownership.*
4. *Reliable drivers are more easily obtained when the district owns the transportation.*

By way of parenthesis, I may add that Mr. Covert indicates that it is time for schools to stop experimenting with many kinds of busses. "It is more economical," he says, "for a district to buy busses of only one make." Mr. Covert also comes forward as favoring a system of standard reports and records. His suggestions along this line appear to be in harmony with the "Fresno County Plan."

**The Student Mile**

He strongly favors the student-mile as the most desirable unit for comparative purposes. He also contends that investment, interest, and depreciation, should be considered in transportation costs. These items are not considered in the plan which I have presented.

In conclusion may I say that the last word has not been written. Today more than one-half million students are being transported in motor busses. The number will soon pass the million mark. Proper business methods of handling transportation must be recognized as a part of successful school administration.

Orders are now being taken for the collected writings of Dr. Alexis F. Lange. A volume of 350 pages, substantially bound; price \$3.50. A mountain-peak survey, is Lange's book, of the present and future of California's program of public education. Order at once from C. T. A. headquarters.



# Attack on California Schools Exposed

A Reply to the California Taxpayers' Association Report  
on Sonoma County High Schools

GEORGE C. JENSEN

*Director of Research, California Teachers' Association*

SOME weeks ago the California Taxpayers' Association published a "Report of a Detailed Analysis of the Costs of Operation of the Sonoma County Secondary Schools for the Fiscal Year 1925-26."<sup>1</sup> This report has been given wide circulation, not only in California, but elsewhere.

The real nature of the Sonoma County Survey requires careful study, for it touches one of the most important branches of education in California. It is not proper to assume, of course, that a survey made by such an organization as the California Taxpayers' Association, which advertises its program of **Tax Reduction**, will necessarily be adverse to adequate financing of the public schools. On the other hand, those whose responsibility it is to keep advised of movements affecting the American public school system must examine all such reports fully and critically.

Schoolmen are among the first to welcome true and honest investigations of the schools. We must insist, however, that all reports be as nearly correct as it is possible to make them and that the conclusions follow logically from an examination of all available data.

The public schools of California should not be permitted to suffer either because the investigators are not sufficiently familiar with school practices or because they harbor pre-

conceived conclusions which destroy clear vision and warp their findings.

We have studied the report of the California Taxpayers' Association, covering the costs of the high schools of Sonoma County, sympathetically and critically. Con-

ferences have been held with many school administrators of Sonoma County, during which the report was carefully analyzed. It was the chief topic of discussion at a state-wide conference of educational research directors. Every effort has been made to give the survey a fair review.

There are commendable features in the Sonoma Report. A number of good recommendations respecting consolidation, manner of keeping school records, better school accounting systems, and others, are made. These suggestions are acknowledged and welcomed. They are constructive and helpful.

But, useful as this report may be, from certain standpoints, careful consideration of the data presented and the main conclusions arrived at, demonstrate that many of the data were selected with a definite bias. Practically

all of the fundamental conclusions are based

The California Teachers' Association has recently established, as one of its activities, a Division of Research. Scientific and unbiased studies of all phases of school finance have long been demanded. Especially has there been necessity for a thorough study of the California tax system, not only as it affects public education, but in its relations to all the affairs of the State. The fact that the California Teachers' Association is a body independent of political affiliations and aptly situated to conduct investigations state-wide in character indicates the necessity of that organization taking the initiative in these matters.

While this study of state finances was in progress the California Taxpayers' Association issued its report dealing with the cost of operation of the secondary schools of Sonoma County. As school costs must be considered in relation to taxation, the Research Division of the California Teachers' Association has prepared an analysis, which appears herewith, of the California Taxpayers' Association Report.

ARTHUR H. CHAMBERLAIN.

<sup>1</sup>California Taxpayers' Association Report No. 2. The California Taxpayers' Association is state-wide; headquarters, 544 South Grand Ave., Los Angeles. It has local committees at work in a number of California cities and counties. It publishes monthly "The Tax Digest."



upon a series of false assumptions. The report aims, consciously or unconsciously, to becloud or dodge the real issue at stake—the need for a more equitable system of taxation for California. It does this by juggling figures to make it appear that the Sonoma high schools are costing too much.

Because the Sonoma Report has been given wide circulation, because its conclusions are misleading and so tend to misguide and misdirect public opinion, and because the California Taxpayers' Association is now carrying on similar investigations in other counties of this state, including the county of Kern, with a view to publishing further reports, it now becomes the duty of the California Teachers' Association to clearly set forth the fallacies contained in the published Sonoma Report. This the following analysis aims to do, in a sane and fair manner.

## I. THE BASIC FALLACY

The California Taxpayers' Association carries on its letterhead a statement of purpose. The same statement appears on many of its publications. It appears, furthermore, on the Sonoma County Report on High School Costs. This statement reads as follows:

### Purpose

*To aid in bringing about through non-partisan and non-political means, in the interest of all taxpayers in the State of California, by mutual effort, the greatest possible economies consistent with efficiency in the collection and expenditure of public monies to the end that taxes, in the State of California, and in the counties, cities and other political subdivisions of said State SHALL BE REDUCED.*

It is axiomatic that any organization, having as its slogan "TAXES SHALL BE REDUCED" can not enter scientifically upon any investigation involving public expenditures. The very essence of all proper and scientific investigation is that there SHALL BE NO PRE-CONCEIVED CONCLUSIONS TO BIAS THE INVESTIGATORS. Otherwise the ultimate findings are ordained and pre-determined from the very beginning. The "investigation" becomes merely a method of arriving at the proposed end sought by the "investigator." Such "investigators" cease to be scientists. They become advocates building an argument in the interest of their clients. Under

such an investigation the data are selected with the single purpose of supporting the desired conclusions.

"Assumptions," says David Starr Jordan, "not actually verified, may be exceedingly mischevious."

No investigator has a right to formulate conclusions before he has gathered and examined all the available data. He is seeking only the truth. To this end he must first set up his premises and then "let the chips fall where they may," be that falling for him or against him.

It is evident, from the facts herein presented, that the basic slogan of the California Taxpayers' Association seriously vitiates the conclusions drawn in its Sonoma Report. Certainly, in the face of such an objective as "Taxes must be reduced," we should be alert to defend the children of California.

## II. INADEQUATE DATA

Wrong conclusions frequently are the direct result of inadequate data. Throughout its entire text the Sonoma Survey has considered data for ONE YEAR ONLY, that of 1925-26. It is a primary law of research, if statistical methods are not to be mere statistical juggling, that a sufficient amount of data be used as a basis for conclusions. Data for a single year are NOT SUFFICIENT for a report of the nature of the Sonoma Report. A series of years should have been considered. All the essential data having to do with teachers' salaries, maintenance costs, capital outlays, and other school costs, covering a period of years, may be procured from the same source as that from which the Sonoma investigators drew their data for the single year. These data are also on file at Sacramento. Some of the data having to do with "Teacher Load" might not have been available beyond the one year, but that is not sufficient reason for neglecting the mass of data which does exist. Central and controlling tendencies are determined by examining data COVERING A LONG PERIOD. The eccentricities of a short period mean little or nothing. They are the reefs upon which many a so-called investigation has been ingloriously wrecked.

"Since the bulk (70.9%)," says the report, "of the expenditures for secondary schools in Sonoma County, exclusive of capital outlay, is paid for teachers' salaries, the greater part of this report is devoted to the resultant teaching costs in the several schools." (Page 2).

Later in the report the following conclusion is reached:

"If there are savings to be made in the total costs of these schools no doubt the greatest possibility exists in this item of teachers' salaries." (Page 5).

And again, (page 8) the conclusion is reached that if teachers' loads were adjusted there would be a saving of \$64,835.67 per year in Sonoma County.

When considering costs and endeavoring to discover extravagances is it legitimate to consider only the major item in a bill of expenditures? Is it proper to conclude, for example, that because 43.1 per cent of the average worker's income goes for food, therefore the possibility of saving lies in cutting down the food cost?

It may be true, of course, that "the greatest possibility" for saving "exists in the item of teachers' salaries," but, on the other hand, the saving may lie elsewhere. Who knows? What right has the "investigator" to GUESS at this matter?

### Unfair Comparisons

The author of the report seeks to prove his point by introducing wholly irrelevant data. In order to make it appear that the teacher load for Sonoma County high schools is too low and therefore too costly, he compares the teacher loads of sparsely settled Sonoma County with the teacher loads of metropolitan Los Angeles. Statistical comparisons are dangerous at best, but when the Sonoma Report compares the elements of small high schools in a rural section with the elements of the huge high schools of a densely populated metropolis, the report reveals its unfairness and unsoundness.

We are told on page 7 that "A similar study (similar to that of Sonoma County respecting teacher load) has been made of the high schools of Los Angeles. Teacher load in Los Angeles senior high schools varies between 90.5 and 156.4 pupil hours per day, with an average of 139. . . . Assuming that the Los Angeles average teacher load of 139 pupil hours per day could be attained in Sonoma County, the following table illustrates the saving in teaching cost."

The table shows that the saving would be \$64,835.67 per year. Arguments and data of the nature of those presented above lead to misconceptions in the minds of readers. The direct inference is that more than \$64,000 are being wasted annually by the Sonoma County high schools. This is entirely unfair and not true. Had the investigator compared the Sonoma schools with other high schools

of the same size and similarly situated he would have discovered that the SONOMA SCHOOLS COMPARE FAVORABLY IN COSTS WITH OTHER CALIFORNIA HIGH SCHOOLS.

Nor can the investigator plead that the data to prove this fact are not available. Elaborate studies have been made in California dealing with teacher load and costs in high schools of various sizes and variously situated. WHY THESE DATA WERE ALL DISREGARDED AND MERELY SUCH DATA CHOSEN AS WOULD MAKE IT APPEAR THAT TEACHER COSTS ARE TOO HIGH IN SONOMA COUNTY SEEMS TO BE EXPLAINED BY THE PRE-CONCEIVED CONCLUSION OF THE CALIFORNIA TAXPAYERS' ASSOCIATION THAT "TAXES SHALL BE REDUCED."

It should be noted too, in referring to the last quotation above, that there are high schools even in Los Angeles where the teacher load is less than in any of the Sonoma schools, with the single exception of Cloverdale. With such a condition existing in the very center of a large population, what may reasonably be expected of the small rural community?

**As a matter of fact it is actually costing less per student to educate boys and girls in the Santa Rosa and Petaluma high schools than it is costing to educate boys and girls in the high schools of the city of Los Angeles.**

ANOTHER instance where inadequate data have been called into use in the Sonoma Report is found on page 6 where the author publishes a group of graphs showing the distribution of the "School Tax Dollar." Here again he has used data for one year only. But, despite this fact, he includes such items as Capital Outlay. By no stretch of the imagination should this item be included, for its inclusion leads directly to absurd results. For instance, the author, referring to the chart, says:

"It will be noted that the largest proportion of the tax dollar in every case goes for teachers' salaries. Analy High School, spending 45.7 cents on each dollar for this purpose, is the lowest. Cloverdale, with an expenditure of 77.8 cents per dollar, is the highest." (Page 5.)

He then goes on to conclude:

"Teachers' salaries for Petaluma, 73 cents per dollar, appear exceptionally high compared with the average for the county." (Page 5).

In coming to this conclusion the author neglects to point out that while Petaluma spent

only 3.9 cents of each dollar for capital outlay in 1925-26, the county as a whole spent 13.8 cents. This fact—of a low capital outlay expenditure—automatically, and without increasing the amount spent for salaries, caused the Petaluma percentage to rise. Analy spent 29.9 cents of each dollar on capital outlay and automatically the percentage spent for salaries dropped to 45.7 per cent. The author understands this mathematical jiggling and mentions it in the text. He fails to apply his understanding of it when he says that 73 cents on the dollar, for salaries, for Petaluma seems exceptionally high. Eliminating capital outlays, the average amount spent for teachers' salaries by all Sonoma County high schools was 70.9 cents on the dollar. One of the schools spent as high as 80 cents on the dollar for teachers' salaries. There seems to be no good reason for singling out Petaluma. We are here again face to face with the eccentricities of a single year. Once more let it be said, A SERIES OF YEARS SHOULD HAVE BEEN USED IF THE AUTHOR WISHED TO INCLUDE CAPITAL OUTLAYS.

How unreliable are the figures used by the author of the Sonoma Report may be seen from the following illustrations:

He gives (Table B, page 4) the following figures for the Sonoma Valley High School: "Capital Outlay," \$4,856.38. The correct figure is \$7,070.06.

He shows \$2,000.42 for "Other expenditures of Instruction." The correct figure is \$1,048.14.

He shows \$2,545.95 for "Maintenance of School Plant." The correct figure is \$335.48.

This type of error runs through his entire table and invalidates others of his tables. The error resulted from the use of inadequate data. He used the figures for one year only despite the fact that many of the warrants which are drawn near the end of the fiscal year are not presented for payment until the following fiscal year. This means that these expenditures appear on the books of the County Superintendent as expenditures for the wrong year. Omitting the question of the validity of this plan from a bookkeeping standpoint, there is nevertheless, serious objection to an investigator using figures of this nature without checking back to determine just how much money was expended during the particular year in question. Such errors are inexcusable. Conclusions based upon such unreliable figures must be discounted.

Again, the author sadly confuses the high school and the junior college at Santa Rosa.

How does he expect to get a true comparison of Santa Rosa with the other high schools of the County when he lumps, as he does, the expenditures of the Santa Rosa junior college with those of the high school of that city? Every investigator knows that two entirely different things cannot be compared. All such comparisons are invalid. The results are entirely unfair to Santa Rosa.

### III. TEACHERS' SALARIES AND EFFICIENCY

For many years school administrators have been endeavoring to find some basis for determining the relative salaries of teachers. Most cities have salary schedules of greater or less complexity. At best, however, the matter of determining what one teacher should receive as compared with another, is most difficult. There are many and diverse factors involved. The Sonoma Report sweeps aside all these difficulties and lays down an almost incredible "principle" for determining salaries:

"Since the teachers are RATED BY A COMMON AUTHORITY they may be assumed to be all fully competent, and, therefore, may be EVALUATED BY THE QUANTITY OF THEIR PRODUCT. Now if the teachers in Santa Rosa High School, at an average value of \$2193.64, instruct on the average 126.8 pupil hours per day, THEN THE TEACHERS IN PETALUMA WHO INSTRUCT 93.3 PUPIL HOURS PER DAY, or roughly 20 per cent less, would receive 20 per cent less salary. They do not in fact. They receive \$234.69 or some 10.7 per cent more. Similarly, if teachers in Sonoma (Sonoma Valley high school) are worth \$2275 for 122.2 pupil hours taught on the average, then those in Healdsburg would seem to be worth about 25 per cent less. They are not paid less. They receive \$70.46, or about 3 per cent more." (Page 8.)<sup>2</sup>

In other words, a teacher should be paid in terms of the number of pupil hours which she instructs per day! That sounds simple, very simple! There are at least three serious fallacies in this reasoning:

#### Three Fallacies

1. Teachers are not rated by a common authority. To intimate that the State Commission on Credentials which certifies teachers, rates them or even assumes that they are equal, is to supplant facts by the wildest kind of fancy. Every school lad knows that teachers differ in efficiency as widely as do any other class of workers.

2. Teachers might be "evaluated by the quantity of their product," if any one were wise

<sup>2</sup>The present writer has capitalized portions of this quotation for emphasis.

enough to measure that product. The product of our schools is intangible, psychic, moral. It, as yet, cannot readily be measured. Least of all can it be measured accurately in terms of dollars and cents.

3. To say that a teacher should be paid in terms of the number of pupil hours which she instructs is to assume that all subjects are equally difficult to teach; that living conditions are the same everywhere; and that there are no other inequalities in connection with the teacher's job. Every teacher's work in the high school is a special task. Especially is this true of the smaller rural schools where there are so many variable factors.

Does the California Taxpayers' Association, we wonder, fix the wages of its employees in the manner suggested by the author of the Sonoma Report?

We can NOT conclude then, as does the Report, that

"the average teacher load for the several schools . . . measures the average amount of service performed per teacher in the several schools. Santa Rosa High School, with 126.8, and Sonoma Valley, with 122.2 pupil hours per teacher per day, respectively, are the two highest and THEREFORE THE MOST EFFICIENT." (Page 7.)<sup>2</sup>

What is efficiency? Santa Rosa High School has an enrollment of nearly 800 regular students. She is rated by the author of the Report as one of the two most "efficient" schools in the county. This despite the fact that she has but one small improvised wood shop with no machines and a limited supply of tools—utterly inadequate to take care of the industrial students, and, lamentably, no gymnasiums of any kind.

What is educational efficiency in these days when the great mass of our students do not go beyond the high school?

#### IV. COMPARATIVE CLASS COSTS

The Report shows four elaborately worked-out tables illustrating the teaching per capita costs of the various subjects in the several high schools of the county. (Tables J, K, L and M, pages 11-14). Here the author makes two kinds of comparisons: (1), comparing the teacher cost of the same subject in the different schools; (2) comparing the teacher costs of the different subjects in the same and in the different schools.

The first of these comparisons is not particularly objectionable. The second type of comparison—the comparing of teacher costs of the different subjects in the same and in different schools—is very objectionable. Here the author has neglected some of the essential factors. He compares, for instance, a class which meets for 45 minutes with one which meets for 90 minutes, and concludes that if the classes are of the same size one is twice as costly as the other. In this way he arrives at the conclusion that vocational training classes, which meet for longer periods, "cost several times as much as the usual academic subjects." (page 9). On page 13 the author says:

"Specifically a \$3,100 per year teacher should not be engaged to teach classes whose **total enrollment** is but 61 pupils, as is the case in Santa Rosa manual training classes, or a \$3,000 teacher to teach classes whose total enrollment is but 63 pupils, as is the case in the Petaluma manual training classes, unless all thought of economy is to be laid aside."

**Not only is this reasoning false, but the figures quoted by the author are not correct.** For instance, he would lead us to believe that the manual training teacher in Santa Rosa received \$3,100 per year for teaching 61 students. In fact this teacher received \$2400 for teaching these 61 students, \$600 for teaching night school, and \$100 for doing odd jobs of repair work about the school. This means that the per capita cost of manual training in Santa Rosa High School was \$19.67, AND NOT \$29.06 FOR THE TERM AS THE REPORT STATES. (See page 11.) A difference of \$9.39 in per capita cost should not have escaped the investigator.

He makes an error too when he shows \$5.82, \$5.28 etc. as the per capita costs of English classes. (See page 11). If we are going to charge Manual Training with the full cost of the teacher time for 90 minutes daily—which is correct—then we must follow the student from the English class, which meets for but 45 minutes, and charge English with another 45 minutes taken up by the English student in library, study hall, and elsewhere. It may well be that, because his English class meets for only 45 minutes, it is necessary for the student to take another subject. That also costs money. The fact is that the student's program must take into account each hour of the school day. The time spent within any particular class room is no index to the amount of teacher time which should be charged to the particular class which meets in that room. A great part of



the teacher cost of any academic class occurs when the class is not in session. In a modern school there are many other activities than recitations. The costs of these activities are chargeable, however, to the academic, rather than to the industrial subjects.

### Garbled Costs

And again, an important factor, when comparing the costs of industrial and academic subjects, is that the academic student is a charge upon the community for two or three years longer than is the industrial student. Industrial students usually go from high school directly into positions.

On the whole then, it is clear, that, while certain figures seem to indicate that industrial subjects are more costly than are other subjects, the facts are that INDUSTRIAL SUBJECTS ARE LESS COSTLY. Figures are merely indices; they always require interpreting. The Sonoma Report has made wrong interpretations.

The author, when comparing Petaluma with one of the small high schools, also neglects the fact that Petaluma offers its students many subjects which are not offered by the smaller school. Such comparison is unfair.

### V. OTHER FALLACIES

"The ratio of average daily attendance to enrollment (column C) in all the schools is apparently below the average for the entire state. The figure for the state for the current year is not yet available, but is indicated as 91.4 per cent for 1924. . . .

"The ratio of average daily attendance to enrollment for the senior high schools it will be noted ranges from 88.3 per cent in the case of Santa Rosa, down to 80.8 per cent for Petaluma. This spread is too great when we consider that transportation is provided in most of the schools, and the most elaborate and expensive system in the county is provided in Petaluma, which has the lowest percentage of attendance to enrollment." (Page 7.)

This paragraph illustrates one of the most glaring errors in the report and shows how completely school statistics have been ignored.

The figures given in the report are absolutely wrong.

To get the figure of 91.4 per cent as the ratio of the state's "average daily attendance to enrollment" the author performed an utterly unwarranted bit of statistical manipulation. He divided the average daily attendance of all types of students (regular, part-time, night school, special adult classes, etc.) by the total enrollment of REGULAR HIGH SCHOOL STUDENTS only. Had he done the same

thing for Sonoma County he would not have been able to say that the "ratio of average daily attendance to enrollment (in Sonoma County) in all schools (meaning, of course, the high schools about which he is speaking) IS APPARENTLY BELOW THE AVERAGE FOR THE ENTIRE STATE." (page 7). The figure for Sonoma County, obtained in precisely the same way as the author calculated to get the 91.4 per cent for the state, is 93.87 per cent, or over 2 per cent higher than for the state.

Where the author makes reference to Petaluma, giving that school a ratio of 80.8 per cent, he commits another unpardonable error. He neglects the fact that Petaluma graduates and admits students twice each year. This means that there are many students, whose names appear on the enrollment, but who do not attend the school more than one term for the year. This applies to all those who either enter with the beginning of the second term or are graduated at the end of the first term. Every school which is so organized, automatically has a low ratio when the average daily attendance is compared with its total enrollment. Had that fact been taken into consideration by the Sonoma investigator he would have found that the attendance of Petaluma is high rather than low.

And again, the author neglected to eliminate all duplicate enrollments. If a student is transferred from one school to another his enrollment is counted twice whereas his average daily attendance is counted but once. These transfers were not checked out in the Sonoma report. They are checked out in the state figures.

All of this means that everything which the author of the Sonoma Report has had to say about attendance in Sonoma County is entirely incorrect and unfair to that County. The truth is that Sonoma County is not below the state average in attendance but decidedly above it.

### Incorrect and Unfair

ANOTHER glaring error appears in the criticism of the Cloverdale High School, when the author says:

"The trigonometry class in Cloverdale had only two pupils enrolled. One of these failed to pass, which practically means that this class was conducted for one student, since the instructor in such a small class would have determined long before the completion of the course whether both students were capable of doing the work. The per capita teaching cost for this one pupil was \$244.44 for the one semester." (Page 10).

As a matter of fact, this particular trigonometry class did not cost Cloverdale a cent. The man who taught that class was principal of the grammar school, principal of the high school, and besides taught one class of 38 students, one class of 35 students, one class of 11 students, and the class in trigonometry.

Instead of complaining of the high cost of this trigonometry class, it would have been far more reasonable had the investigator brought in a recommendation that Cloverdale spend a little more money on administration by requiring less teaching of its principal.

There are many other fallacies in the Sonoma Report. The whole survey is a "Comedy of Errors." It is not necessary at this time, however, to go farther with this criticism.

## VI. CONCLUSION

Let it be clearly understood that school people welcome thorough and proper investigations. Let it be understood also that those who have been charged with the responsibility of carrying on public education have a great moral obligation to stand against all improper attacks on the public schools. They must insist that surveys consider and weigh all facts. They must insist that those who enter the field of investigation enter without pre-conceived conclusions. They must demand that only the truth be considered. **From these standpoints the Sonoma Report is seriously lacking.**

### Community Committee Needed

Something more than mere criticism of the Report, however, is needed. We suggest that the people of Sonoma County organize a community committee, representing the Chamber of Commerce, the Service Clubs, the Woman's Clubs, the P.-T. A., the Grange, the Taxpayers' Committee, the Churches, the local schools, the California Teachers' Association, and other organizations, to make a thorough and complete survey of the school situation. This survey should cover an adequate period of years. The task should be entered upon without any pre-conclusions whatsoever. Those on the committee should be open-minded and sincere. Such an investigation would bring out the FACTS and would rescue our public schools from the realm of opinion and assumption. The California Teachers' Association and the whole teaching profession would welcome such an investigation.

No one knows better than does the teacher that there are weaknesses in our schools. No one is more anxious than is he to eradicate these. But in the name of fairness let us have

the actual facts as the bases for our conclusions!

\* \* \*

## CALIFORNIA HIGH SCHOOL ORCHESTRA

**A**N ALL-CALIFORNIA high school symphony orchestra will play before the State Principals' Convention to be held in Sacramento, April 11 to 15, 1927. This orchestra will be organized along the lines of the National High School Orchestra, which proved a high light of school music history in its first appearance at the Music Supervisors' National Conference in Detroit last spring and was so great a success that it has just been reorganized to play for the National Superintendents' Meeting to be held at Dallas, Texas.

The instrumentation of our California orchestra should include approximately 32 first violins, 30 second violins, 24 violas, 24 cellos, 20 basses, 5 flutes and piccolo, 5 oboes and English horn, 5 clarinets and bass clarinet, 4 bassoons, 8 horns, 6 trumpets, 6 trombones, 2 tubas, and 4 percussion players, a total of 175 players. We want the finest high school orchestra players in California and should have one or more from every high school doing the more advanced type of orchestra work.

There should be at least 500 applications from which to select this orchestra. We want every high school possible to be represented and particularly do we wish players from the smaller high schools outside of the big centers of population.

Orchestra parts for the entire program will be sent to players for advance practice as soon as accepted and they should have eight weeks for thorough preparation. Try-outs for seats in the orchestra and organization rehearsal will occur Monday afternoon, April 11, and six additional rehearsals will be held before the grand concert program, scheduled for Thursday evening, April 14, in the new Sacramento Civic Auditorium.

C. M. Dennis, president of the California Public School Music Conference, will announce later a district advisory committee covering the entire state which will co-operate in the selection of members of the orchestra and other matters.—Executive Committee: Ernest L. Owen, chairman, Tamalpais High School, Sausalito; Elmer H. Young, San Mateo; Herman Trutner, Oakland; Earl Morton, Berkeley; Max Walten, San Rafael; Glenn Woods, director of music, Oakland Schools; J. F. Kafka, Alameda; H. E. Owen, San Francisco; Charles Lamp, San Francisco.

# Teaching Rated by Teachers

## A Study of Teachers' Ratings of Elementary School Subjects

By E. L. Cole, Chico State Teachers College; Paul D. Henderson, Superintendent of Tehama County; Charlotte Cunningham, Superintendent of Shasta County; Eddie Rae Long, Rural Supervisor of Tehama County; Ethel Saxon Ward, Rural Supervisor of Shasta County

THIS survey was made in Shasta and Tehama Counties, second semester of 1925-6, to secure information that would assist in reorganizing the Teacher Training Course so that teachers might be better trained to meet the actual demands of the public schools.

Dr. Cole's classes were scheduled on the first four days of the week so that Friday was left free for field work. The County Superintendents planned their supervision trips each Friday so as to visit as many schools as feasible. The teachers were observed at their regular work and then interviewed to secure the desired information.

The purpose was to find by direct questions how teachers rated subjects in the order of their difficulty to teach. Fifty-one schools, having from one to sixteen teachers each, making a total of 114 teachers, were visited and the teachers interviewed.

The following questionnaire was presented in person and answers obtained:

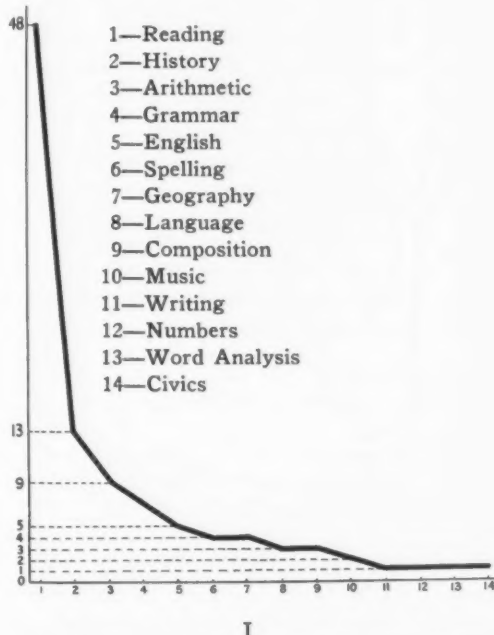
1. What subject most difficult to teach?
2. Part of subject most difficult to teach?
3. What subject easiest to teach?
4. Part of subject easiest to teach?
5. What recommendations for changes in subject material? i.e., increases, decreases, relative emphasis, additions, eliminations.
6. Teachers' preparation for teaching, years of training, certification and years of experience.

The following table shows the vote of the 114 elementary teachers interviewed on the question: "Which is the most difficult elementary school subject to teach?" (Fractions less than  $\frac{1}{2}\%$  neglected.)

Subject: Percentage of teachers believing this subject the most difficult subject to teach:

	Per Cent
Reading .....	48
History .....	13
Arithmetic .....	9
Grammar .....	7
English .....	5
Spelling .....	4
Geography .....	4
Language .....	3
Composition .....	3
Music .....	2
Writing .....	1

Numbers .....	1
Word Analysis .....	1
Civics .....	1



Graph shows the percentage of 114 teachers believing the subject indicated to be the most difficult subject to teach.

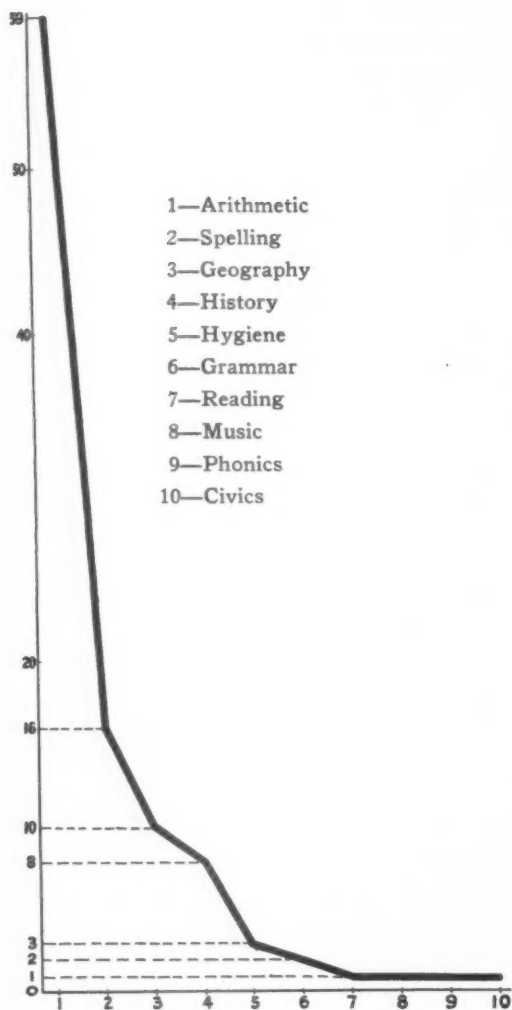
Read the chart as follows: 48 per cent of 114 teachers believe reading to be the most difficult to teach.

The following table shows the vote of the 114 elementary teachers interviewed on the question: "Which is the easiest elementary school subject to teach?" (Fractions less than  $\frac{1}{2}\%$  neglected.)

Subject—Percentage of 114 elementary school teachers believing this subject the easiest subject to teach.

	Per Cent
Arithmetic .....	59
Spelling .....	16
Geography .....	10
History .....	8
Hygiene .....	3

Grammar .....	2
Reading .....	1
Music .....	1
Phonics .....	1
Civics .....	1



II

Graph shows the percentage of the 114 teachers believing the subjects indicated to be the easiest to teach.

Read the graph as follows: 59 per cent of the 114 teachers believed arithmetic to be the easiest subject to teach.

Some of the most salient features noted were:

Nearly one half of the teachers rated reading, especially primary reading, as the most difficult to teach.

Less than 14 per cent rated any other subject as most difficult to teach.

Nearly 60 per cent rated arithmetic as the easiest to teach, while less than 16 per cent rated any other subject as easiest to teach.

Recommendations for increasing the efficiency of teacher training, were made by the teachers. Enrichment and amplification of reading was most frequently suggested. Next in number were requests for practical devices for the application of methods. While there was no further marked concurrence of recommendations, some teachers desired that more emphasis be placed upon securing supplementary material, drill devices, vocational guidance, and handicraft work.

#### Deductions

From the county reports used in conjunction with the County Superintendents' and County Supervisors' observations, the following deductions were made:

*Most teachers are able to detect their own shortcomings.*

*Teachers generally feel the need of special primary training.*

*There is a high degree of correlation between training and teaching.*

*Without training, teaching tends to be of lower grade than personality would indicate.*

*No teachers were rated as excellent who had not had some training.*

*Many recommended training in reading, even though they had not designated reading as most difficult to teach.*

*No teacher who placed arithmetic as most difficult recommended more training in arithmetic. This tends to show that she realized that it was a personal dislike for the subject or a personal inefficiency.*

*There is a high degree of correlation between success as a teacher and student scholarship.*

*Requests for practical devices tend to show lack of originality and initiative on the part of teachers.*

The results of this study should be an encouragement to those interested in improving teacher efficiency. They tend to show that teachers in the field are interested in detecting and overcoming their defects in teaching. Most teachers display a willingness to cooperate with and profit by suggestions and information given by supervisors and administrators.



# California State Teachers Colleges

C. L. PHELPS

*President State Teachers College, Santa Barbara, California*

IT IS five years since the Legislature of this State changed the name of our teacher training institutions from "normal school" to "teachers college." The change in name carried with it the presumption that the organization and management of institutions would assume collegiate proportions and standards. Certain rules and regulations were laid down at the time for guidance. How well these have worked out is the subject of this investigation and report.

Firstly, all the teachers colleges of the State have developed courses which have been approved by the State Board of Education as meeting the requirements of that body for the granting of degrees. All the institutions have separated the four years of work in such a way that lower division work is largely academic and cultural, while the upper division is devoted mainly to technical and professional studies.

Secondly, the upper division work has increased rapidly from the beginning, a larger and larger group of students each year reaching classification in that division of the colleges. In the past year or two, the proportion in the upper division in some of the colleges has exceeded 30 per cent, while the number of students receiving the A. B. degree has grown year by year.

Thirdly, the work of the four-year degree courses has been recognized by such institutions as Columbia and Stanford as meeting their requirements for graduate standing. A number of students from several of the teachers colleges have presented their degrees at these institutions and are engaged in graduate study on a basis satisfactory to themselves and acceptable to the institutions in which they are now studying.

But the question of preparation for teaching presents itself from another point of view. No one knows exactly what a teachers college should teach or how it should be organized. It is easily apparent that what is being done is far superior to what was accomplished under the old regime. But we should like to know exactly how to get the best results from the standpoint of general education and teaching ability.

In order to find out what our leading school executives in the State think about the matter,

a request for their views was sent out. It was sent to the county and city superintendents of the State in the form of five definite questions. Four of them related to the increase of content and methods courses in the change from the old two-year course to the recently approved four-year course. The last question inquired whether highly specialized independent curricula leading to different kinds of certificates were desired or whether a common core curriculum was preferred.

## Fifty-Seven Replies

There were 57 replies given to the questions asked, with the following indications:

In regard to the first question with reference to whether professional material should have been increased as the two-year curriculum was extended to four, 77 per cent of the answers were in favor and 23 per cent against the proposition.

The second question, as to whether every new course in the expanded program should be professionalized in content and taught from a professional point of view was answered in the negative by a two to one vote.

The third question inquired whether a part of the added material should be academic and cultural without reference to immediate use in the classroom. On this the vote was 92 per cent in favor to 8 per cent against.

The fourth question asked for an estimate of the proper amount of academic material to be added. In regard to this question opinion differed greatly. Fifty per cent favored one-fourth, 31 per cent favored one-half and 19 per cent wanted three-fourths of the subject matter added to be background material introduced for informational and cultural purposes without reference to the subjects taught in the elementary school grades and without reference to the methods of teaching employed in the elementary school.

The fifth question asked whether there should be (a) many specialized curricula, each one preparing for a highly specialized part of the elementary school field, or (b) whether there should be a core curriculum common to all with special deviations to provide for the necessary specialization. The answers to this question showed 8 per cent in favor of intensive specialization for each division of the field, such

as kindergarten-primary, intermediate, and upper grade divisions, while 92 per cent were in favor of a central core for all, with deviations to provide for specialization.

#### Comments by Superintendents

Certain comments made by superintendents answering the questions are interesting. A few of them follow:

"Make the four years such training that the fifth year for secondary certification may be a logical continuation."

"I believe training should be so general that a teacher could take any age of pupils from beginners to seniors in high school and be successful, if he has knowledge of the subject matter."

"One of the most dangerous tendencies of the present time is the one toward exaggerated specialization in elementary schools."

"One of the faults of the teachers now is too narrow a view and training."

"There should be a core curriculum common to all teachers in training, with some differentiations into primary, intermediate and junior high school."

"An educated person will easily adapt his methods to conditions. An uneducated one will be more or less of a failure in spite of all theories and methods. The elements of an education should include a knowledge of elementary mathematics, science (biology, chemistry, physics), European and American history, government (local, state and national), literature (English and American), including study of a few of the great masterpieces of literature, and some knowledge of fine arts (painting, architecture, sculpture, and music). In addition, a reading knowledge of one foreign language should be encouraged."

"The teacher ought to have rich courses in history, science, literature, civics to give her a large grasp on the world as it may be acquired through subject matter. In a four-year course not more than a year and a half, or at the most two years of the subjects carried should be definite and highly professional material. The other should be well selected material of social value calculated to broaden and culturize the students."

"We feel that in any four-year teacher

training course at least two years should be given to cultural and academic courses of university grade similar to those found in liberal arts courses throughout the United States. The second two years should be largely professional with greater emphasis placed on practice teaching with larger groups of children than most teacher training institutions use at the present time."

The foregoing are typical. However, there were a few dissenters. One especially indicated that teachers colleges are a failure, that they do not properly teach reading, writing and arithmetic and that their graduates in the field cannot teach these subjects. County superintendents in rural counties were the most critical in their answers. Two of these contributed the following:

"The teachers coming to the rural districts now are not much if any better than the girl or boy who has gotten his certificate from the county board."

"New teachers should be sent to the city schools where they can be guided and not to the rural schools to flounder for a year or two."

#### Some Conclusions

It may be concluded from the study that California superintendents of schools believe first that a strong background of academic and cultural work should be given as a basis for the professional preparation of teachers, and, second, that teaching is marked more by likenesses than differences. They favor, therefore, a strong core curriculum with the necessary differentiations to secure the required specialization for effective work in any division of the elementary school field.

\* \* \*

THE excellent resolutions of the Merced County Institute for school year 1926-1927 occupy five typewritten pages, so it is possible to here present only a digest,—appreciation for hospitality and program; urging all teachers to participate in and take advantage of the splendid work being done by the California Teachers' Association, and by other societies.

Recommending the regular reading of the Sierra Educational News, and other school journals; suggesting the advisability of holding every other year a joint institute with the other counties of the San Joaquin Valley composing the Central Section of the California Teachers' Association. Recommending the uniform course of study; introducing National Music Week and organizing a Music Festival.

## Teaching a Health Habit

FLORENCE MOLE

*Instructor in Physical Education, Lincoln School, Berkeley, California*

**T**HE Health Habit method is the only satisfactory way by which to teach children hygiene. The positive method overrules the negative. By building up strong, healthy bodies a barrier is formed against disease. The daily practice, both in school and at home, of those principles of conduct fundamental to the development of healthy citizenship is an essential part of the child's education.

Among these Health Habits we include that of having proper food at the proper time. One of the most neglected meals of the day is breakfast. How many times we hear the child say, "I didn't have time to eat any breakfast," and just as often, "Mother didn't have time to cook breakfast." The child is given a piece of toast, a glass of milk or some fruit and off he goes to school. No child can get the most out of his day with such a poor start.

The experiment which the Cream of Wheat Company has advertised attracted my attention. I sent for the pamphlet which explains in detail the object and methods of the contest. The proposition interested me. I sent, therefore, for material for eight classes. These classes are from the third to the sixth grades inclusive.

The plan suggested was the formation of a club. Preparatory to starting the club we discussed the fundamental facts suggested in the outline, adapting the material to the various grades. The breakfast was discussed in regard to its building foods, energy-producing foods and regulating foods. Breakfast menus were compared and the best ones were written on the board. The children understood well the benefits of a cooked cereal for breakfast. Any cooked cereal was permitted in the experiment. The home economics teacher gave lessons on the cooking of cereals. The children in the third grades colored their record charts. Those in the fourth, fifth, and sixth grades made theirs into very attractive posters, using the colored pictures cut from magazines. Then the children were weighed.

All the record cards were given out at the same time. Interest was keen during the entire month. The children, except for a few who are usually a little harder to reach, were eager to fill their charts and to be weighed again. Normal weight has become as important to them as success in other subjects.

When the final day of the contest arrived, the charts were returned. Upon checking the results in numbers I found that two-thirds of all the children had completed the contest and returned the charts properly filled out and signed. Many of these had eaten a cooked cereal more than the required three times a week.

The weighing of the children was very interesting. Three-fourths of them had gained or held their weight at normal. Some children who had been struggling during the term to add a few pounds to their weights had gained and had decided that a cooked cereal helped. All realized that it was an experiment worth trying. The children were convinced that a cooked cereal benefitted them. Better breakfasts became popular.

Our work does not stop here. We are going to continue our contest against inadequate breakfasts. It will now be of much more interest to the children, because the worth of a breakfast that includes a cooked cereal has been proven to them. I am sure that the little pamphlet, "A Program for Teaching Health Habits," offers many helpful suggestions to both grade and special teachers. I know that the experiment in our school has brought satisfactory results.

\* \* \*

### California Scholarship Federation

**A**NNUAL meeting of the California Scholarship Federation was held in Los Angeles. Officers for the ensuing year are:

MARY G. MILLER, Los Angeles, president; WILLIAM F. SEYMOUR, Long Beach, vice-president; CHARLES F. SEYMOUR, Long Beach, secretary-treasurer; KATHLEEN D. LOLY, Pasadena; advisory: MARY E. McGLATHLIN, Stockton; ISABEL H. HILDITCH, National City; ALICE McDILL, Alhambra; ALICE B. SMITH, Fresno.

The Federation is now composed of 147 affiliated and applicant schools, a net growth of 30 during the academic year. Four tuition scholarships are administered by the C. S. F., one in each of the following institutions: U. S. C., Occidental College, University of Redlands, and College of the Pacific. Others will be added during the current year.

A point of principal advantage, at present, is the active interest in the California Scholarship Federation manifested by Alpha Chapter of Phi Beta Kappa, at Berkeley, and by the P. B. K. Alumni Association of Southern California.

A convention of the Student Branch of the C. S. F. was held at Riverside in December. E. P. Clarke, former president of the State Board of Education, was the speaker and guest of honor.

## California Teachers' Association Council of Education

Minutes of Meeting, December 18, 1926

THE meeting of the Council of Education of the California Teachers' Association scheduled for December 18, 1926, was called to order in the ball room of the Hotel Alexandria, Los Angeles, at 10 o'clock a. m. of the above date, President Mark Keppel in the chair. Roll call by Assistant State Secretary Mabel Boggess disclosed the presence of the following members:

### Bay Section

Walter L. Bachrodt, Ethelind M. Bonney, A. J. Cloud, Roy W. Cloud, Albert S. Colton, C. J. DuFour, A. G. Elmore, L. P. Farris, W. E. Faught, E. G. Gridley, Joseph M. Gwinn, J. E. Hancock, Mary F. Mooney, David E. Martin, Bruce Painter, Lulu Shelton, Elizabeth Sherman, May C. Wade, John R. Williams and Harry B. Wilson.

### Central Section

S. J. Brainerd, L. E. Chenoweth, Wm. John Cooper, Clarence W. Edwards, C. L. Geer, Walter R. Hepner, O. S. Hubbard, Louis P. Linn, DeWitt Montgomery and C. E. Teach.

### Central Coast Section

R. L. Bird and Catherine U. Gray.

### Northern Section

S. M. Chaney, E. O. Cook, John F. Dale, Mrs. Julia A. Donovan, Mrs. Estella Forcum, R. E. Galloway, Mrs. Minnie M. Gray and Mrs. Elizabeth Hughes.

### North Coast Section

George B. Albee, Roy Good and Shirley A. Perry.

### Southern Section

George E. Bettinger, George C. Bush, Ernest P. Branson, H. G. Clement, A. R. Clifton, C. B. Collins, Ida M. Collins, J. A. Cranston, Marvin Darsie, Wm. P. Dunlevy, R. E. Dyer, Mary E. Frick, H. Bert Glover, F. A. Henderson, Isabella H. Hilditch, C. R. Holbrook, Jeannette Jacobson, Mrs. Eugenia West Jones, Mark Keppel, Menno S. Kuehny, Ira C. Landis, George O. Lockwood, F. F. Martin, Gladys E. Moorhead, J. P. O'Mara, A. S. Pope, Irving Raybold, Mrs. Blanche T. Reynolds, Lurana Rownd, Paul E. Stewart, W. L. Stuckey, Wm. R. Tanner, Edyth Thomas, F. L. Thurston, Albert F. Vandegrift, Mrs. Grace E. Vinnicum, Guy V. Whaley, R. D. White and Ada York.

Sitting for certain absent members were: From the Bay Section—William E. Givens, Oakland; W. B. Cramsie, San Jose; W. L. Gaylord, St. Helena; W. G. Paden, Alameda. From the North Coast Section—Mrs. Annie R. Babcock.

The minutes of the Council Meeting of April 10, 1926, were approved on motion as printed in the May, 1926, issue of the Sierra Educational News.

The attention of the Council was called to the fact that one of our members, formerly Catherine U. Gray, was now Mrs. Hooton. A committee of three was appointed, consisting

of Messrs. Stewart, Martin and Chamberlain, to secure a bouquet, the presentation speech being made by Mr. Stewart. Mrs. Hooton responded graciously.

The President also called upon Miss Wade as retiring president of the Bay Section, who spoke of the splendid meeting recently closed in San Francisco. She was followed by Superintendent Martin of Alameda County, who also characterized the recent Bay Section meeting as the best he had ever attended.

The Secretary read a letter from Dr. Henry M. Suzzallo in appreciation of a telegram recently sent him. He said: "Please tell the leaders of the California Teachers' Association how much I appreciate their greeting and congratulations sent to me." The Secretary also presented a letter from the then Governor-elect, C. C. Young, in reply to an invitation to be present at the Council meeting. The governor expressed doubt that he would be able to attend the meeting, regretting the same, but saying he hoped later to have the pleasure of appearing before the Council.

### Professional Improvement

The Committee on Professional Improvement, through Chairman H. B. Wilson, reported briefly. This was followed by a report of a sub-committee on sabbatical leave, through Chairman J. M. Gwinn of the sub-committee. This report was in printed form and distributed to members. The report was discussed by Mr. Cooper, Mr. Shaw, Mr. Holbrook, Mrs. Forcum, Miss Mooney, Mr. Raybold, and was, on motion of Mr. A. J. Cloud, adopted. It was understood that in adopting the report, the Council was approving the idea involved in sabbatical leave in principle and not in detail as to legislative action.

The Committee on Retirement Salary reported through Mr. E. G. Gridley. On motion that the report be accepted and the Committee continued, same was ordered.

At this point the Secretary called attention to a report of a committee on retirement, this committee representing a high school group in Oakland, under chairmanship of Mr. R. F. Nyman. He also called attention to a recent study made by Superintendent C. E. Teach. It was understood that copies of these reports would be sent to those who desired them. The President appointed as Chairman of the Retirement Salary Committee Mr. E. G. Gridley, the former chairman, Mrs. Cecil Davis Peck being no longer a member of the Council.



### Reorganization of State Department

A further report of the Committee on Duties and Functions of Public School Administrative Authorities was made through the chairman, Superintendent Cooper. On motion of Mr. Good, the report was adopted as presented and the committee continued, with the further recommendation that the report be referred to the Legislative Committee.

The Committee on Character Education presented its report through Chairman Clifton. This report included also a report of a sub-committee. The report was adopted.

Miss Ethelind M. Bonney, Chairman of the Committee on Kindergarten-Primary Education made a report which was distributed to the Council members in printed form. The report was discussed by Mrs. Eugenia West Jones and Mr. Stewart as members of the committee. On motion, the report was adopted.

Superintendent Will C. Wood was presented to the Council at this point and spoke most encouragingly of the outlook for education during the next four years. He mentioned some of the outstanding needs for legislation at this time.

The chair also presented Mr. Ira W. Kibby, who discussed the proposed bill to be presented at the next legislative session and having to do with the question of the physically handicapped child. This discussion resulted in a motion by Mr. Landis that the Council of Education go on record as endorsing the proposed bill. The motion carried.

### Tenure

The Committee on Tenure reported through Chairman Miss Mooney. The committee desired instruction of the Council on a number of points, namely, what should be included in any proposed legislation relative to professional growth in service, and further, if it would be advisable to make the provisions of tenure permissive in certain districts. There was prolonged and detailed discussion on these two points, the Council evidently desiring the committee to act on its own responsibility as situations might dictate. This the committee did not desire to do. There was also decided difference of opinion as to whether the proposed tenure legislation should include all teachers or omit those in rural and smaller districts. Following several motions and substitutes, the following by Mr. O'Mara finally carried: That the committee be instructed to secure the best

possible tenure law and one that will protect the greater number of teachers that it is possible to enact. On motion of Mr. White, the report of the committee was accepted and the committee continued.

### Affiliation

Superintendent Gwinn brought before the Council the question of the affiliation of statewide groups, the question having been raised by the Kindergarten-Primary Association. It developed that there was some objection to the plan for affiliation as provided for in the report of the Committee on Affiliation. After considerable discussion it was moved by Mr. Gwinn that the report of the Committee on Affiliation, which had been adopted by the Board of Directors, be left over to the next meeting of the Council, and if there are to be provisions for two different classes of affiliated bodies, that these provisions be detailed in the coming report. Being duly seconded, the motion was carried.

### Legislation

The Committee on Legislation reported through Chairman Keppel, Mr. Roy Cloud assuming the chair. Mr. Keppel recapitulated the items in the report and stated that the Legislative Committee of the Superintendents' Convention was working in cooperation with the Committee of the Council. Various items requiring legislation were suggested by members from the floor, and the report was, after being amended, adopted.

The chairman called Mr. Whaley to the platform, it being understood that at the close of the year Mr. Whaley was to leave his present position to accept a teaching fellowship at Stanford University. Mr. Whaley was given the best wishes of the Council for his new work.

Assistant Secretary Mabel Boggess distributed expense blanks. The chairman stated that there would be a meeting of the Committee on Legislation at Sacramento in the office of Superintendent Wood at 10 o'clock Monday, January 10, and invited other organizations who so desired to send representatives to Sacramento to participate in a general conference on educational legislation.

Meeting adjourned.

ARTHUR H. CHAMBERLAIN,  
*State Executive Secretary.*

## CALIFORNIA TEACHERS' ASSOCIATION BOARD OF DIRECTORS

*Record of Transactions, December 17, 1926*

**B**OARD of Directors, California Teachers' Association, convened, pursuant to call, at 6 P. M., December 17, 1926, at the Alexandria Hotel, Los Angeles. Those present were President Keppel, Messrs. Bird, Chaney, Cooper, Good, Landis, Miss Mooney; absent, Messrs. Crane, Hunter. Assistant Secretary Miss Bogess recorded the proceedings.

The minutes of the meeting of October 4 were, with correction, approved as sent to members.

The Secretary placed in the hands of the members a financial flash showing summary of financial condition in the various divisions of the Association as of December 1, 1926. This summary was given full consideration.

Chairman Cooper of the Committee on Duties and Functions of Public School Administrative Authorities, presented in outline the final report and recommendations of this committee. There was unanimous approval of the motion that Mr. Cooper present the report to the council of Education at its meeting the following day.

Mr. Ernest Folsom, of Lincoln, Nebraska, made through letter, a proposal to donate a life membership in the N. E. A. to a worthy California teacher and one whose contribution to education would be considered sufficiently meritorious. The method of selection Mr. Folsom proposed to leave to the Board of Directors. With the understanding that there were no restrictions whatever attendant on the tender, same was accepted with appreciation.

A preliminary committee on budget was authorized, consisting of Miss Mooney, Mr. Hunter and Mr. Good.

Mr. Sam Chaney was named a full-time Manager of the Placement Division, to begin work January 1, 1927, the resignation of Mr. Farris, part-time Manager, having been accepted as of December 31, 1926.

The lease of the Placement Bureau to the Southern Section, C. T. A., was extended for the coming year on the same basis as heretofore.

The resignation of Mr. Chaney as a member of the Board was accepted.

On motion, the Board adjourned.—ARTHUR H. CHAMBERLAIN, *State Executive Secretary*.

*Record of Transactions, December 18, 1926*

**B**OARD of Directors, California Teachers' Association, met, pursuant to call of the President, at the Alexandria Hotel, Los Angeles, at 4:30 P. M. Saturday, December 18, 1926.

Roll call disclosed the presence of President Keppel, Messrs. Bird, Cooper, Landis and Miss Mooney.

The President stated that the meeting was called for one thing only, that of the election of a Director to fill the vacancy caused by the resignation of Director Chaney.

The Secretary announced that the members of the Council from the Northern Section recommended Mr. E. I. Cook, of that Section, to fill the vacancy, whereupon Miss Mooney nominated Mr. Cook and his unanimous election followed. The meeting adjourned.—ARTHUR H. CHAMBERLAIN, *State Executive Secretary*.

### C. T. A. Section Officers

**Bay**—President: Walter L. Bachrodt, City Superintendent of Schools, San Jose. Secretary: E. G. Gridley, 312 Federal Telegraph Building, Oakland.

**Central**—President: C. S. Weaver, County Superintendent of Schools, Merced. Secretary: Louis P. Linn, Route F, Box 100, Fresno.

**Central Coast**—President: James G. Force, County Superintendent of Schools, Salinas. Secretary: T. S. MacQuiddy, District Superintendent of Schools, Watsonville.

**Northern**—President: Mrs. Elizabeth Hughes, 1203 Montgomery Street, Oroville. Secretary: Mrs. Minnie M. Gray, County Superintendent of Schools, Yuba City.

**North Coast**—President: A. O. Cooperrider, Principal High School, Arcata. Secretary: Miss Shirley Perry, 534 Dora Avenue, Ukiah.

**Southern**—President: Albert F. Vandegrift, Belmont High School, Los Angeles. Secretary: F. L. Thurston, 525 Van Nuys Building, Los Angeles.

\* \* \*

**A**MERICA'S movement for a national Department of Education is one of those great steps forward in education that come but once in a generation. It is like the movements for free high schools, compulsory education, and the establishment of the state school offices, declares William M. Davidson, chairman of the Legislative Commission of the National Education Association. Movements like these do not depend for their success on the whim of the moment. They are live issues and will continue to be so until they are deserted by their friends.

## California Teachers' Association

Section Meetings: Central Coast, Bay, Central, Southern

ARTHUR H. CHAMBERLAIN

**I**N OUR December issue, under caption "The Teacher's Institute, there were featured some of the activities carried on at the recent Chico meeting. Since that date, several sections of the State Association have had annual conventions, including the Central, Central Coast, Bay and Southern sections.

In general it may be said that in no previous year have the meetings as a whole been as successful as were these 1926 section sessions. Everywhere we hear words of commendation. The Central Section met at Fresno, and in this meeting the city and county of Fresno, and Madera and Kings counties participated. On the same dates, November 21-24, there were sessions of Merced County at Merced, Kern County at Bakersfield, and Tulare County at Visalia. As always, these sessions were characterized not alone by high standards for the speakers, but the entertainment and music features were also prominent. Superintendent DeWitt Montgomery of Visalia was president.

### Central Coast Section

For the first time since its organization, the Central Coast Section met at Monterey. The counties of San Benito, Santa Cruz, Monterey and San Luis Obispo participated. A feature of this Central Coast Section is that of the conferences provided for. A series of conferences was scheduled, these in addition to the general sessions, and running through three days of the meeting, December 14, 15, 16. Each conference was handled by a leader, and the same instructors served throughout. Typical conferences: Administration, Dr. E. P. Cumberley, instructor; Music, Glenn Woods; Rural Teachers, Lily M. Whitaker and Mildred Moffett; Shop, Nicholas Ricciardi. Twenty different conferences were maintained. Cecil Davis Peck served as section president.

Superintendent Will C. Wood, in his address before the general session, characterized the conferences as the "best part of the Institute." With this estimate we are in hearty agreement. We have yet to hear of any serious criticism on the conference plan as carried on in the Central Coast Section and the North Coast Section. These, in conjunction with the general sessions, where all come together, result in a series of productive meetings. The smaller sections of our Association have much to learn

from the larger meetings. They feel themselves handicapped for lack of funds. On the other hand, opportunities for personal contact are offered in the smaller meetings, such as cannot be had at the Bay or in Los Angeles.

### Bay Section

The Bay Section held its meeting at San Francisco the week of December 13. There were in attendance a number of Eastern speakers. Several of these speakers also found place on the program of the Central Coast Section. There was also an exchange of speakers between these sections and the Southern Section. There have been many expressions from those who attended the Bay Section meeting as to the high standard of the addresses, both from the standpoint of inspiration and pedagogical value. Again and again, this session has been characterized as the most outstanding educational meeting ever held at the Bay. Miss May C. Wade, as president, has been repeatedly congratulated.

### Southern Section

The same is said of the meeting of the Southern Section the week of December 20. Never before have so many or so superior a group of men and women been brought to the Coast to participate in these meetings. President A. R. Clifton went afiel in the selection of his speakers. He did not confine himself to strictly educational talent. As a result, the program was well balanced, the educational being seasoned with the industrial side, the business touch, civic affairs and world relations.

It may be remarked, however, that in these great meetings, greatest in the country, there is some opportunity to check up on lost motion and excessive overhead.

**I**T IS to be regretted that space in this magazine does not permit the inclusion of excerpts of addresses of speakers, both from the East and local. A complete list of the speakers at these section meetings would comprise several hundred names. The list would include some of the most distinguished school people of America, and the majority of the leading educators of our own commonwealth. Particularly significant are the increasing numbers of classroom teachers who are making valuable and

important contributions to the programs. By means of highly specialized organization, on the bases of functions and subjects, the modern joint-institute is able to bring together into small, effective, co-operative, working groups, those people who have definite common interests. As examples, the sections on library work, agriculture, research, rural education, music, social science, vocational education, guidance, dramatic arts, may be cited. Altogether there were some 50 or more of these well-integrated, dynamic groups. They effectively supplement the great general sessions, at which are considered the common and universal problems of children, schools, and the teaching profession.

### Speakers

Among the notable speakers at the Bay Section may be mentioned: **John Adams**, lecturer in education, University of California, Southern Branch; **Fred C. Ayer**, director, Department of Research, School of Education, University of Washington, and Seattle Public Schools; **Thomas H. Briggs**, professor of education, Teachers' College, Columbia University; **John Fowlkes**, associate professor of education, University of Wisconsin; **Edwin A. Lee**, associate professor of education and director of vocational education, University of California; **William Mather Lewis**, president, George Washington University; **Rabbi Louis I. Newman**, San Francisco; **M. V. O'Shea**, professor of education, University of Wisconsin; **E. Laurence Palmer**, professor of rural education, Cornell University; **Raleigh Schorling**, associate professor of education, University of Michigan; **Fletcher Harper Swift**, professor of education, University of California; **Rufus B. Von Klein Smid**, president of the University of Southern California; **Frederic P. Woellner**, associate professor of education, University of California, Southern Branch; **Laura Zirbes**, professor of elementary education, Teachers' College, Columbia University.

At the Central Section: **Harold Bryant**, economic ornithologist, University of California; **A. B. Clark**, Division of Graphic Art, Stanford University; **Anna D. Cordts**, specialist in teaching, Iowa State Teachers' College; **Charles M. Dennis**, Conservatory of Music, College of the Pacific; **Mrs. Lennice C. Eyraud**, supervisor of art, Kern County Schools; **Fred M. Hunter**, superintendent Oakland Schools; **Mrs. Isabel McReynolds Gray**, Manual Arts High School, Los Angeles; **Mrs. Lloyd Henley**, chairman Parental Education Committee, A. A. U. W.; **Mark Keppel**, superintendent of schools, Los Angeles County; **Nicholas Ricciardi**, commissioner, Industrial and Vocational Education; **H. B. Wilson**, Berkeley; **Mrs. Louise J. Taft**, state lecturer, W. C. T. U.

At the Central Coast Section: **Will C. Wood**, state superintendent; **Walter L. Bachrodt**, superintendent, San Jose City; **Mrs. R. L. Cardiff**, state vice-president, Congress of Parent-Teacher Associations; **Ellwood P. Cubberley**, dean of the School of Education, Stanford University; **R. G. Gettell**, professor of political science, University of Cal-

ifornia; **F. L. Kleeberger**, professor of physical education, University of California; **C. A. Kofold**, professor of zoology, University of California; **Eleanor Nolan**, public health nurse, Hollister; **Richard J. Werner**, commissioner of secondary education; **Glenn Woods**, director of music, Oakland City Schools.

At the Southern Section: **Bird T. Baldwin**, director of Iowa Child Welfare Research Station, State University of Iowa; **George H. Barnes**, president American Reforestation Association, Los Angeles; **Cameron Beck**, personnel director, New York Stock Exchange; **Mrs. Katherine Cook**, chief Division of Rural Education, Bureau of Education, Washington, D. C.; **R. L. Cooley**, director of vocational education, Milwaukee; **William M. Davidson**, superintendent of schools, Pittsburgh; **Frank N. Freeman**, Department of Education, University of Chicago; **Paul Harvey**, of International Institute fame; **John J. Mahoney**, director, Harvard-Boston University Extension Courses; **Herbert Martin**, professor of philosophy, Drake University, Des Moines, Iowa; **Paul Perigord**, professor of French civilization, University of California, Los Angeles; **Charles A. Prosser**, director of Dunwoody Industrial Institute, Minneapolis; **Phidelah Rice**, Leland Powers School of Expression, Boston; **Miss Nila B. Smith**, Department of Instructional Research, Detroit, Michigan.

### Program Making

As above stated, a number of these speakers appeared before two sections—some of them before three. The temptation is strong on the part of program makers and section presidents, with such an array of talent, to crowd the program with four or five, or at least three speakers. One of the principal reasons for the success of this year's meetings was in keeping down the number of speakers on a general program to two. Another contributing cause for success was in refusing place on these general programs to estimable persons representing worthy causes, who desired five or ten minutes for an announcement. No program maker should ever deviate from his program to include such announcements. The printed program should be adhered to. If time permits at the close of the program and the audience desires to remain, the opportunity may be extended for such special announcements.

**WE HAVE** received numerous letters, both as to the several meetings above mentioned and of the North Coast Section and Chico meeting as well. Evidently out people are studying the Institute as never before. We have ample evidence that our article in the November issue of the Sierra Educational News has had wide reading. Our own observation and experience, and analysis of the correspondence received, and the comments freely made, lead to the following conclusions:



## Conclusions

**1** The Institute and Association meetings furnish one of the best means at our command for the improvement of teachers in service; for the consideration of common problems; for developing a platform of educational ideals; for laying the foundation for oneness of purpose and unity of action and for creating enthusiasm for service in a common cause.

**2** That these ends may be best met through a meeting, preferably not more than three days in length, with two to six outstanding speakers upon the general programs, two addresses to a session. This would permit the participant to follow through and listen to each speaker several times. Opportunity is thus afforded to listeners to think themselves into the speaker's philosophy. The Institute thus becomes a clinic rather than a moving picture.

**3** The general sessions to be supplemented by a series of department meetings, these for single sessions or more as may be determined. The programs for these must be planned with as great care as are the programs for the general sessions. The formal presentations must be brief and pointed, with opportunity for discussion, under careful leadership and time limit.

**4** Group conferences, running through three days, under trained leaders. These conferences, while carefully directed, should be free and informal with the lecture plan minimized. The forum method will permit of all the members taking part.

**5** The California plan of combined Institute and Association is the best yet devised to meet the needs of a developing school system. But perfection has not yet been attained. Our Institutes are good. They can be made better. Study and investigation and frank discussion can result only in improvement.

Attention is now being given to the question of improvement of teachers in the profession. Our State University and other institutions are providing a wide range of extension courses from which to choose. The teachers colleges are of-

fering summer courses under conditions where rest and recreation may be combined with solid and effective study. The Committee of the State Council of Education on Professional Improvement is investigating carefully the possibilities of the Reading Circle.

*And our Institutes and Associations should furnish the teacher with inspiration, professional outlook, and desire for participation in a common cause.*

\* \* \*

## Climbing Up

EDNA LINSLEY GRESSITT

Chabot Observatory, Oakland

Up,  
Climbing up,  
Slowly,  
Thru the hostile chaparral,  
Under stiff, suspicious trees  
Hushed from any breath of breeze,  
Watchfully,  
Without a rustle,  
On and up,  
By the lonely creeping trail  
Winding up the wooded steep  
Of the shadowed canon side,  
In faint star light,  
Where  
Still,  
Dim and still,  
In quaint far light,  
Huddled, breathless, sleeping quail  
And noiseless brown hares, burrowing deep,  
And still gray gophers hide,  
Shivering  
When the weird, quivering  
Cry of the white owl beats the soundless air;  
Up, at last,  
In clear star light,  
To the vast  
White structure massed  
On the cleared crest of the hill,  
In sheer, far light,  
With its circling domes of grace  
Watching long  
In the wordless, waiting night,  
Searching far  
Past man's hope or thought or will,  
In the boundless, glowing space,  
Catching there  
Signals from the Sovereign Power,  
Granted in night's hallowed hour.



# CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

## Music in California

MRS. W. E. MABEE

*State Chairman, Los Angeles*

**M**USIC department of the California Congress of Parents and Teachers is sending out a questionnaire to all the schools in the state in order to find out just what attention is given to the study of music. Charles Eliot said "Music deserves first place among educational subjects." We hope that it may be given equal recognition with other major subjects. If there are not enough trained teachers then it is up to this department and other musical organizations to see that musicians are trained for this purpose.

### Piano Classes in the Schools

The National Bureau for the Advancement of Music has issued a booklet on "Piano Classes in the Schools," having been encouraged by prominent educators in the musical field. This booklet is a plea for serious consideration of the introduction of piano classes in the schools wherever there is a desire to act for the best musical interest of all the children. One or more piano classes have already been established in 145 cities throughout the country.

It is interesting to note that the following cities in California have organized piano classes in the schools: Berkeley, Fullerton, Long Beach, Lake County, Los Altos, Maxwell, Modesto, Ontario, San Leandro and Santa Ana.

### Supervisors of Music for Rural Schools

Every rural school district should have a supervisor of music. A supervisor with a motor car can be engaged to cover several rural districts with small cost to each school. Mrs. Maude Weaver, Cedar Springs, Michigan, has led such a project and can give information.

### Music in Religious Education

Music is taking a definite part in religious education. The Hymn Contests originated by the Church Music department of the National Federation of Music Clubs were unanimously endorsed by the National Congress of Parents and Teachers at their last national convention.

We believe that there is a positive incentive for religious and cultural as well as for musical

development in the youth of today through the study of the hymns that have stood the test of time; also the hymns of recent years which represent the religious consciousness of this day.

Public and private schools, Sunday schools, reform schools, Camp Fire girls, vacation schools, schools for the blind and many other organizations conducted contests.

Hymn Festival programs featuring all nationalities and creeds were given during National Music Week.

The song book, "Hymns of Service" containing the music and stories of the hymns used in these contests may be obtained by sending 25 cents in stamps to Mrs. Grace W. Mabee, 321 South Van Ness Avenue, Los Angeles, California. Information regarding hymn contests will be furnished also by Mrs. Mabee.

### Listeners Clubs

The Music Department of Tenth District, Mrs. Leonore Montgomery Martz, chairman is planning to organize at the beginning of the new year a "Listeners Club" in each of the branch libraries. Children attending school in the vicinity of these libraries are invited to come between the hours 3:30 to 4:30. Whether musical or not they are taught to enjoy good music. Sara Ellen Barnes, one of the city's outstanding musicians originated this idea and began last year in the West Hollywood Branch Library with one hundred and twenty-five children in attendance.

### National Music Week

Our national president, Mrs. A. H. Reeve is a member of the National Music Week Committee and through her national chairman of music, Mrs. E. J. Ottaway is issuing a request that state and local organizations make the most of the possibilities of National Music Week, May 1-7, 1927.

The following bulletins suggesting plans may be secured free by writing the National Music Week Committee, 45 West 45th Street, New York, N. Y.: "Guide for the Organization of Local Music Weeks," "Special Activities for Schools," "Suggestions for Music Week Entertainments" and "Two-Foot Book Shelf on Musical Subjects."

# A new enlivening interest for your health program

## All material FREE

### Establish this health habit in your school

HERE IS a way, now to put new life, new interest into your health teaching program—and at the same time inspire your pupils to practice one of the most valuable health habits!

Every school day you have striking proof of what the lack of a proper breakfast means to a child. Physical fatigue. Mental slowness. And how much harder this makes your teaching efforts!

The plan offered here teaches the value of a hot cereal breakfast in an original new way. It not only gets the enthusiastic interest of the children, but enlists the cooperation of the mothers.

Devices which fit into the activities and experiences of different age groups from kindergarten to high school, are suggested.

This plan was worked out by a teacher in one of the country's foremost practice schools. It is now being successfully used in thousands of schools. All who have used it say it is a thoroughly usable program, pedagogically sound and productive of real results.

Note what the plan includes—material it would take you weeks to collect and get in usable form. Get this new spice in your health teaching. Send for it today—all material is free! Use coupon.

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"I think you are to be congratulated on your method of teaching the value of eating a hot cereal breakfast. To me this is one of the greatest health measures ever staged in our schools."

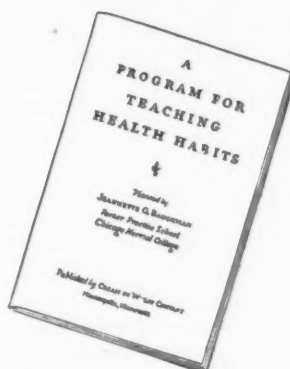
Miss E. M.  
Kirksville, Mo.

"Practically all of the children have the habit now of eating a hot cereal breakfast. It has benefited them in their school work as well as in their health. Mothers cooperated well in the plan."

Miss J. H. C.  
Utica, N. Y.



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6. Bibliography of health teaching literature.



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## Motherhood and Euthenics

MRS. ELLA CARUTHERS PORTER

*National Congress of Parents and Teachers,  
Dallas, Texas*

A NUMBER of periodicals, and not a few individuals, in recent articles given to the public, seem to be alarmed for fear that women, since their admission to citizenship and its attending privileges, are shirking the responsibility of motherhood and losing interest in home-making.

If those doubting Thomases could have "listened in" on the Vassar Institute of Euthenics, they would not only have been convinced of the fallacy of their conclusions, but would have admitted that family life and domestic relations are being elevated to a higher standard and being placed upon a more scientific basis. Women are meeting their responsibility of Motherhood. They are not willing any longer, however, to rely upon intuition for guidance in the greatest task and responsibility assigned parents—that of developing and guiding a human soul for life.

Even those skeptics must admit that there has been left—in the past—a serious gap in our educational system,—that of the preparation of young people for the responsibility of parenthood and for home-making. We have suffered the consequences.

Vassar College is among the first of our great educational institutions to come to the front with the determination to meet this great need. This has been made possible by a generous gift by Mrs. John Blodgett of Grand Rapids, a former graduate of Vassar.

The doors of this old historic college were thrown open, not only to young students who wished better preparation for home-making, but to mothers who have found themselves deficient in child-training and in their vocation of home-building. It is the first time in the history of Vassar that its historic halls have echoed with childish laughter and resounded with the patter of many babies' feet.

Mothers were requested to bring with them to the Institute their small children. These children formed the demonstration classes. A day nursery was improvised out of the college hospital. The children were constantly under the care and supervision of trained Kindergartners, trained nurses and expert dietitians. They remained in the nursery from seven in the morning until five o'clock in the afternoon. Their meals were served in the nursery and they were tucked away for their afternoon nap at two o'clock.

Their mothers meanwhile attended classes and lectures on such subjects as child psychology, child development, physical fitness

during the period of growth, behavior problems, discipline of children, mental hygiene, home nursing, housekeeping as a business, handling family finances, the adolescent child and his problems, household technology, horticulture as pertains to home gardening, adjustment problems of adult members of the family, and kindred subjects.

So Vassar College, which took the lead in woman's suffrage 50 years ago, now leads the procession "back to the home." "This," says President MacCracken, "is an entirely logical position,—since woman has demonstrated that she has a brain equal to man's, and an ability to earn her own living in a man-made world,—she is now ready to return to her own province enriched with the treasure of the outer world, but satisfied that her ability is worthily invested in home-making.

\* \* \*

### Home Education

ONE of the outstanding departments of the National Congress of Parents and Teachers is that of Home Education. Its function is to promote child welfare in the home. This can only be brought about by better trained parents. This department serves as a training school for parents.

The two aims are to create the reading and study habit, and to encourage home and public libraries.

Reading and study circles, in which parents may have the opportunity of doing systematic study and reading, are most valuable. Roundtables held at the regular association meetings are also helpful in stimulating interest in further study.

A survey is being planned by each district chairman of Home Education to learn of the library facilities of the entire territory. It is hoped that through this data library service may be brought to the most remote communities.—MRS. FANNIE SECREST, *Chairman, Home Education, California Congress of Parents and Teachers, Modesto, California.*

\* \* \*

ERNEST L. THURSTON, former Superintendent of Schools of the District of Columbia, has just entered upon his new duties as editor of the Iroquois Publishing Company, whose home office is in Syracuse, New York. He is the author of several books on arithmetic, of a series of articles in arithmetic teaching, and is the editor of several texts in business subjects and higher mathematics. During the last few years he has written very extensively, his works appearing especially in many of the well known publications for children and young folks.



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Peter and Polly in Summer..	.60	Smythe's Old Time Stories Retold....	.56
Peter and Polly in Autumn..	.60	Johnson's Dot and David.....	.60

### THIRD YEAR

Baldwin's Fifty Famous People.....	.52	Skinner's Merry Tales.....	.52
Baldwin's Fifty Famous Stories Retold .....	.56	Eggleston's Stories of Great Amer- icans for Little Americans.....	.60
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## FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state, or national educational affairs of general interest.

### The Boone Book

I HAVE read with a great deal of interest the "History of Educational Organization in California" which was prepared by Mr. Chamberlain and Dr. Boone.—**RICHARD J. WERNER**, *State Commissioner of Secondary Schools, Sacramento.*

\* \* \*

### Junior High School Provisions for an Achievement of Educational Objectives

WHAT is the junior high school? Fundamentally and potentially the junior high school is a whole generation of children who come at late pre-adolescence into socialized, creative environment wherein sympathetic, intelligent leaders can set the educational situations.

In these situations children are encouraged to deal with real problems of government and finance, of individual and community sanitation, may read, and sing and study and build in a spirit of playwork.

In this ideal community each one will find his work, work for which he is adequate, and in which he finds satisfaction. Then failure will cease to be.—**PHILLIP W. L. COX**, *Professor of Secondary Education, New York University, New York.*

\* \* \*

### Invitation to Toronto

TO THE MEMBERS OF THE  
CALIFORNIA COUNCIL OF EDUCATION

TO THE formal invitation of the World Federation of Education Associations to meet in Toronto, August 7-12, 1927, we wish to add our special invitation. The Canadian Teachers' Federation, acting on behalf of twenty thousand Canadian teachers, is to be the official host of this great conference, and as such the Canadian Teachers' Federation would welcome the largest possible attendance of members of your organization and of the other teachers' organizations throughout the world.

The teachers of Canada believe that this conference should be a distinct step in human progress. The intermingling of thousands of teachers from all parts of the world must prove

of inestimable influence. So strongly do they believe this, that they have assumed the full responsibility for all the Canadian arrangements. Acting in their name, the Canadian Teachers' Federation cordially invites every member of your organization to Toronto in 1927, who can possibly attend.

The Canadian committee will gladly do everything in its power to make every one feel at home in Toronto during the conference. Expert assistance will be provided in billeting, meals, excursions, and post-conference trips. Social functions will be provided for all delegates, official and unofficial, though of course certain meetings and functions must be confined strictly to official delegates.

Canada is a vast country of infinite resources and charm. Toronto is her second largest city, a city of homes and churches, a great center of education and art, of commerce, industry and finance, and the seat of government for the Province of Ontario. The teachers of Toronto join with the other teachers in the nine provinces of Canada in sending you a most cordial welcome.

M. J. COLDWELL

*President Canadian Teachers' Federation*

GEO. J. ELLIOTT

*Secretary Canadian Teachers' Federation*

E. A. HARDY

*Chairman Canadian Committee of Arrangements*

CHARLES G. FRASER

*Secretary Canadian Committee of Arrangements.*

\* \* \*

### Fresno County

FRESNO COUNTY Principals League comprises the principals of schools of six or more teachers. The club is a loose organization,—no constitution, no membership, dues, nor secretary. Meetings are called by the president on Saturday evenings about once in 4 to 6 weeks during the school term. After a banquet we have a program in which some educator of our own group for the most part (sometimes calling a nearby City Superintendent) opens a subject. This is followed by discussion by the group.—**R. A. CATLIN**, *Chairman, Kingsburg, California.*

# The Century

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JOSEPH M. BACHELOR

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### California Vocational Association

**V**OCATIONAL teachers and superintendents long have needed a state-wide vocational association to which all vocational teachers could belong, irrespective of the type of work they were doing. This need was realized even more keenly by many of the local vocational groups as well as by some of the state associations of certain branches of vocational education.

This association was formed to promote the interest of vocational education in California. At a meeting in Fresno, the organization was vitalized and given state-wide significance by the enthusiastic support, pledged by leaders of all types of vocational education in California.

The California association is affiliated with the American Vocational Association. The cause of vocational education now has a strong national organization, with a program nation-wide in scope. Because of affiliation possibilities anyone taking membership in the California Vocational Association becomes at the same time and for the same cost a part of this great national organization, that can bring aid to local problems or can influentially present the cause of vocational education wherever necessary.—**JOHN R. ALLTUCKER, President California Vocational Association, Exeter Union High School, Exeter, California.**

\* \* \*



A California School Savings Bank in Action

\* \* \*

### Nevada Teachers at Work

**N**EVADA State Educational Association is carrying forward a progressive program for the betterment of the schools. The following items from the lengthy work-schedule as adopted by the Association will suffice to indicate the range of activities and studies:

### Salary for Teachers On Sick Leave

Section 104 of the state code, as to whether a teacher absent because of illness can be legally paid for the time thus lost, was examined by the Attorney-General. He has rendered decision that as the law stands, payment can not be legally made.

We recommend that the law be amended to permit school boards to continue a teacher's pay during actual illness.

### Tenure of Office

We recommend that a tenure of office law be enacted providing that a teacher be automatically re-elected unless notified to the contrary by the Board of School Trustees on or before May 10th. That such notice of the board be in writing, and in the post-office on or before May 10th.

### Retirement Salary Legislation

It is quite generally known that the Nevada retirement salary law is unsound financially and inadequate to meet the needs to be served by such a law. An immediate study should therefore be made and legislation amending the law be recommended to the state legislature.

### The Junior High Schools

Recent experience in school organization has proved the need of the junior high school. There is some question whether the present laws of Nevada are adequate to permit a desirable form of organization for this type of school.

At present there is no course of study, no accepted unit of credit, and no recognition by the state university of a junior high school. We suggest the need of immediate study of these problems, and urge that needed legislation be secured.

\* \* \*

### Colton Schools

**O**UR SCHOOL of twenty-one teachers, not to mention the rest of the system, is 100 per cent in the California Teachers' Association, and we all read the Sierra Educational News, which I consider a very fine journal.—**MARGARET E. OLIVER, Colton Public Schools, Colton, California.**

\* \* \*

### The Boone Book

**R**EGARDING Dr. Boone's "History of Education Organization in California," I would state that I believe that this has been most helpful. I would suggest that some of the people experienced in educational work should comment upon it.—**J. W. BYFIELD, Supervisor, Attendance and Physical Education, Kern County, California.**



# APPLETON

## Recent Text Books For Teachers

### TEACHING CHILDREN TO READ

By *Paul Klapper*. A manual of method for elementary and junior high schools. 1926. \$1.60.

### TEACHING ENGLISH IN ELEMENTARY AND JUNIOR HIGH SCHOOLS

By *Paul Klapper*. 1925. \$1.90.

### THE TEACHING OF HISTORY

With chapters on the Teaching of Civics. By *Paul Klapper*. 1926. \$1.75.

### THE NORMAL MIND

An Introduction to Mental Hygiene and the Hygiene of School Instruction. By *William H. Burnham*. 1924. \$2.75.

### THE PSYCHOLOGY OF THE PRESCHOOL CHILD

By *Bird T. Baldwin and Lorle I. Stecher*, State University of Iowa. 1924. \$2.25.

### EDUCATION FOR MORAL GROWTH

By *Henry Neumann*, Ethical Culture School, New York. 1924. \$2.00.

### PROBLEMS OF CHILDHOOD

By *Angelo Patri*. Introduction by *William McAndrew*, Superintendent of Schools, Chicago, Ill. 1926. \$1.75.

### GREAT TEACHERS AND MENTAL HEALTH

A Study of Seven Educational Hygienists. By *William H. Burnham*. 1926. \$2.25.

### THE UNSTABLE CHILD

By *Florence Mateer*, Mental Hygiene School, Columbus, Ohio. 1924. \$2.25.

### CHILDREN'S READING

A Guide for Parents and Teachers. By *Lewis M. Terman*, Stanford University, and *Margaret Lima*. 1926. \$1.60.

### THE APPLIED PSYCHOLOGY OF READING

With Exercises and Directions for Improving Silent and Oral Reading. By *Fowler D. Brooks*, Johns Hopkins University. 1926. \$1.80.

### VISITING THE TEACHER AT WORK

By *C. J. Anderson, A. S. Barr and Maybell G. Bush*. 1925. \$2.00.

### SUPERVISION OF INSTRUCTION

By *A. S. Barr and William H. Burton*. 1926. \$2.25.

### HISTORY OF MANUAL AND INDUSTRIAL SCHOOL EDUCATION

By *Lewis F. Anderson*, Ohio State University. 1926. \$2.00.

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# EDUCATIONAL LITERATURE



## From School to Work

**C**HILDREN'S BUREAU, U. S. Department of Labor, has recently issued a "Folder No. 6," strikingly illustrated and dealing in a most human way with the problems of vocational education.

The stories are told of John and Elsie, typical American boy and girl. In pictures are narrated these representative cases, showing what a state and a community can do to protect children from industrial exploitation and to train them for work and for life.

The following pronouncements are featured:

Every community should provide public school education for all children.

Every community should provide vocational advice and training.

In every community there should be scholarships for promising school children.

Every community should provide junior placement offices.

The state owes to all young workers good child labor laws efficiently enforced.

The first duty of the state is protection of all children. **What every child should have—Before going to work:**

A childhood free for normal growth in body and mind.

At least an eighth-grade education.

Vocational guidance in school.

A physical examination before receiving a work permit.

Help in selecting the right job.

### After Going To Work

An eight-hour day, or less.

No night work.

Protection from dangerous or unhealthful occupations.

Opportunity to attend continuation school.

\* \* \*

## Child Study Bulletins

**C**HILD STUDY ASSOCIATION of America with headquarters at 54 West Seventy-fourth Street, New York City, publishes at intervals a series of "Studies in Child Training" in pamphlet form, to be used as a basis for study by those parents and teachers who desire the help of such material. These bulletins deal with various subjects connected with the development and education of children and furnish

a definite outline for study and practical suggestions for child training, in the home and in the community. They are being published in response to the ever increasing demand that the result of past and current research be put into popular form for everyday use by busy parents and teachers.

Among the titles are,—Obedience, Reward and Punishment, Truth and Falsehood, Curiosity, The Use of Money, Habit, Imagination, Sex Education, and The Health Training of the Pre-School Child. These bulletins may be obtained at nominal cost by writing to the Association.

\* \* \*

## Adolescence

**A**S ADOLESCENCE slowly supervenes and boyhood is moulted, the method of freedom and appeal to interest and spontaneity should be increased. Now the best things are springing up in the human soul. If there is any genius or talent, enthusiasm for work or for ideals, they begin now to be felt.

If the race is ever to advance, it will not be by increasing the average longevity or directly by enriching the last stages of life, but by prolonging this period of development so that youth shall not die and its zest and enthusiasm grow pale.—G. STANLEY HALL.

\* \* \*

## American History

**A**MERICAN HISTORICAL SOCIETY has its headquarters at 80 East 11th Street, New York City. The managing editor of its journal is Winfield Scott Downs. The Society has recently issued several interesting bulletins of the Amundsen-Ellsworth Polar Flight of 1925 and the Amundsen-Ellsworth-Nobile Transpolar Flight of 1926. The first crossing of the Polar Sea proved that between the North Pole and Alaska lies only a deep Polar Sea; compiled valuable meteorological and wireless data; bisected the 1,000,000 square miles of unknown region by a trail of approximately 100 miles in width, crowning with success the plans and ambitions of the leaders, who had met with such a severe reverse the preceding year. The complete story of the flight has appeared in book form.



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\* \* \*

### Indian Life

FRANCES R. DEARBORN, Supervisor of Third and Fourth Grades, Los Angeles City Schools, is the co-author of a course of study in Indian Life, published as a University of Iowa Extension Bulletin. At the time of the opening of the University Elementary School in 1915 the course of study in Indian Life was modeled upon what has been developed by Dr. Ernest Horn at the Speyer School, Columbia University.

The first steps in re-organizing this course of study were taken by Georgia Brown, now principal of the William H. Belknap School, Louisville, Kentucky. The next year Frances Dearborn was appointed to the staff of the University Schools and continued the work.

This course of study is highly commendable in arrangement, pedagogical excellence, and illustrations. It should be of much interest and value to many California schools where Indians reside; and also of value to city children who should learn to know and to respect the aboriginal American.

\* \* \*

### The Teaching of Literature

A COMPREHENSIVE discussion of the aims to be attained in the teaching of literature as an instrument of liberal culture and the basic methods that may be used to realize these aims, are capably presented by three teachers in a volume entitled "The Teaching of Literature" and published by Silver, Burdett and Company.

Charles Carpenter Fries, associate professor of English, University of Michigan; James Holly Hanford, professor of English, University of Michigan, and Harrison Ross Steeves, associate professor of English, Columbia University, are the joint authors of this valuable text. They believe that the objective to be obtained in the teaching of literature is the broadening and

deepening of the student's experience of life. The ideas underlying the organization of a course in literature which will accomplish this, are carefully set forth in their volume. We commend it to the English teachers of California.—V. MacC.

\* \* \*

### Working-Men's Books

VANGUARD PRESS of 80 Fifth Avenue, New York City, is a new publishing house devoted to the interests of progressive social literature. It is publishing a series of books for working people. It is interested in the economic and educational improvement of the masses. It is a phase of a nation-wide movement, which has many forms, for adult education. The volumes include classics in social science, current social science studies, outlines of social philosophies, educational outlines, great books made easy, and fiction. To members of the Vanguard Book Society the volumes are sold at the nominal charge of 40 cents each.

\* \* \*

### Pictorial History Cards

FOUR series of Pictorial History Cards are issued by the Interstate News Service of 138 West 17th Street, New York City. Each series comprising 30 cards is chronologically arranged. The cards are 5x3½ inches. On one side is a picture in black and white. On the reverse side are a descriptive text and questions. The price is 30 cents per series or set; bulk-rate 20 cents per set. For effective use a set of the cards should be in the hands of each pupil. Elements of play and visual appeal can thus be added to the study of history, and reviews are facilitated. The Interstate News Service History Cards are a helpful and interesting teaching device.

\* \* \*

HAROLD W. FAIRBANKS, teacher of geographical subjects and author of a number of geographies which are developed according to the problem method, is now on a tour of research and study through Southern Asia and India. Dr. Fairbanks is a resident of Glendale, California. Among the texts he has written is "California," a book recently adopted by the State Board of Education for use in the schools of the state.

The Harr Wagner Publishing Company has announced that Dr. Fairbanks' most recent work, "South America," will soon be off the press. The author checked up on his material in that book by taking a trip to South America last year.



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## Three Little Professional Books

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OF TEXTBOOKS for beginners in the study of education there appears to be no end. The most recent of these comes from the press of Alfred A. Knopf,<sup>1</sup> a newcomer in the pedagogical publishing field. The book itself, we are told, "is an outgrowth of notes used in teaching large groups of students interested in the application of psychological principles to education." (page v.) The division of the book into exactly thirty chapters, short and concise, each provided with a list of suggested readings and with five or six problems and exercises, enhances its value as a textbook. The point of view is quite different from that of most "introductions to education" in that it ignores entirely current problems in school organization, administration, finance, etc., and attempts to lay a foundation for a later detailed study of teaching techniques and their psychological bases.

"Human beings are natural organisms responding in a very complex way to many stimuli," (page 2). . . . "The purpose of educational psychology is to discover the conditions of behavior under which the most effective education takes place, i. e., experience which will result in the most effective adaptation and social service." (page 4). . . . "All education, since it involves complex groups of association, is a process of integration" . . . (page 71). "The most highly developed man, according to this theory, would be the one who has integrated the greatest number of well selected experiences. Human intelligence might well be defined as the power or capacity to integrate experiences. The theory of the integrative action of the nervous system immediately suggests certain principles of education. The first principle is that development takes place most rapidly in a rich and varied environment," (page 72). "The third principle is that proper reactions should be facilitated" (page 73.) "Education, then, should always mean self-expression, self-realization, a dynamic life rather than repression, or inhibition, or negation" (page 73).

One adverse criticism which may be made by those interested in this kind of an introductory text will concern the bibliographies, some of

which are rather incomplete for even an introductory book (e. g. chap. XI, XIV, XXX) and others have not been brought up to date (e. g. chap. XXV, XXVII, XXIX).

### Essentials of Education

Dr. Thomas Jesse Jones<sup>2</sup> presents the generally accepted objectives of education in a fresh and vital way in his "Four Essentials of Education." The essentials of civilized society are said to be : (1) The health interests; (2) The appreciation of environment; (3) The household and the home; (4) The recreations and culture.

The contribution of the volume is an effort to realize these ideals in educational practice by suggesting uses of new materials.

We are told that "An appreciation of the responsibility of education for community health is the natural result of a survey that includes an understanding of vital statistics, the requirements of sanitation, and the relation of health to the mental and character development of individual and community. The educator is urged not to be discouraged by the numerous and diverse inquiries suggested. What matters most is an attitude of genuine research and interest in health. Once a real beginning has been made, the interrelations of health and education will develop naturally and proceed to results of great value," (page 56).

Again in discussing "Appreciation and Use of Environment" (chapter III), the author says: "Hitherto school programmes have been formulated without adequate regard for the environment. Recent movements of education to provide preparation for sound relations to resources and people are significant beginnings in the right direction," (page 67).

Under the heading "Home and Household" (chapter IV) we are told "The economic independence and changing status of women have seriously disturbed the organization of the household," (page 101). . . . "The new freedoms of women are remarkable in variety and extent. At her best woman is probably the most nearly perfect personification of the spiritual in human culture. The change in woman's status, however, has necessarily disturbed many old relations. The period of transition is filled with doubts and anxieties. Mistakes are bound to be made. False and harmful ambitions have developed, (page 107). . . . "The school staff

<sup>1</sup>BREITWIESER, J. V. *Psychological Education*. New York. Alfred A. Knopf, 1926: pp. viii 250.

<sup>2</sup>JONES, THOMAS JESSE. *Four Essentials of Education*. Charles Scribner's Sons, 1926. pp. xix. 188.

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should be informed as to the economic and sociological importance of the household in human affairs." (page 113). . . . "In a sense the whole school should be regarded as an expression of home life." (page 115). . . . "Most important of all is it that education for home and household should not be assigned exclusively to special courses or departments. Every educational stage has some contribution to the knowledge and training required for home life." (page 116).

And finally, the author expresses the belief that "the comprehensive conception of recreation, . . . will largely solve the perplexing problems of character-training in all kinds of schools." (pages 164-5).

### Curriculum Problems

In their present state of mind all educators are interested in any book which has the word "Curriculum" attached. Thomas H. Briggs' "Curriculum Problems"<sup>3</sup> will get respectful attention not only because of its title and its author but because it is a little book. All who have read large volumes in an effort to discover the author's contribution will appreciate the fact that this book is not padded. The first chapter entitled "More Fundamental Curriculum Research" is devoted to raising twenty-seven pertinent questions with some implications involved in each case. Among them are: Question No. 5 "What details of subject matter can contribute to the desired ends of education?" In considering this Dr. Briggs says "A confusion of means with ends, or rather an emphasis on means with a neglecting or ignoring of aims, is one of the commonest weaknesses in curriculum making, as well as in teaching." (page 21); Question No. 6 asks: "What basis should be used for the selection of details of subject matter?" "Real progress," we are told, "demands a definite answer to this question and a consistent application of the program adopted." (page 22); Other samples are Question No. 15 "How long should education be continued at public expense?"; Question No. 17 "What is the optimum number of subjects to be carried simultaneously by a pupil?"; Question No. 20 "What degree of mastery is demanded?"

Chapter II entitled "Emotionalized Attitudes" hits a new note. Says the author: "We feel more than we think." . . . "Our intellect," wrote an unknown psychologist, "is a mere speck afloat on a sea of feeling." This speck is

of tremendous importance, to be appreciated, respected, and increased however possible. The curriculum has been devoted to it. There is no depreciation of it, not the slightest, in a recognition of the incontrovertible fact that along with the speck of intellect, often dissolving or profoundly modifying it, is an ocean of feeling. This must be a concern too of any comprehensive curriculum. We feel more, both quantitatively and qualitatively, than we think. "One emotion will cover a multitude of ideas."

In Chapter III is a brief and concise consideration of the effect of the Mores of a group on the Curriculum, the conservative effect and importance to youth, possibilities of change in customs, etc. Attention is directed to the fact that the larger the group the weaker the effect of the Mores. Finally it is proposed that educators develop a program as follows:

**First**, an inventory of the Mores of the several groups of which the children are members. **Second**, an evaluation of the Mores as to their desirability for societal and for individual welfare and happiness. **Third**, discovery of means for modifying the Mores of a group and of teaching the young to accept the desirable ones and to replace the bad ones with good. (page 136).

\* \* \*

### For Curriculum Committees

**I**N MANY PARTS of California and the country at large, committees of school people are working on the reorganization of the curriculum. The public schools of Oakland, California, confronted by these problems, have formulated a "Handbook for Course-of-Study Committees." This 55-page paper-bound bulletin gives a working outline of curriculum construction in the Oakland schools; detailed instructions to committees; and skeleton form of course of study bulletin. It is a very good piece of job analysis and incorporates the best modern technique in this field.

Professor M. B. Hillegas of Teachers College, Columbia University, who worked with the Oakland committee in preparation of this monograph, has written the preface in which he states that "the new emphasis upon cooperation in the development of courses of study has brought with it new professional opportunities as well as new responsibilities for each member of the school system. These opportunities and responsibilities involve matters for which most teachers and principals have had little training. Unless there is careful direction the energies of those who are working on the curriculum are certain to be wasted."—V. MacC.

<sup>3</sup>BRIGGS, THOMAS H. Curriculum Problems. New York. The Macmillan Company, 1926. pp. xl. 138.





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## NOTES AND COMMENT

### State Board of Education—Items of Public Interest from the Proceedings, January 10-15, 1927

CALIFORNIA STATE BOARD OF EDUCATION met in regular quarterly session in Sacramento, Calif., January 10, 1927. The following members were present: Mrs. Helene Hastings, Mrs. Dora A. Stearns, Arthur J. Brown, C. E. Jarvis, John E. King, S. D. Merk and Florence J. O'Brien. Mr. Brown of San Bernardino and Mr. King of Hemet are new members.

Mr. Florence J. O'Brien was re-elected president and Mrs. Dora A. Stearns was elected vice-president.

R. J. Werner, commissioner of secondary schools, was authorized to call the high school principals' convention in Sacramento, April 11-16, 1927.

Commissioner Werner was authorized to issue a bi-monthly letter to the high school principals for his department.

Commissioner Werner was authorized, upon the completion of a study in relation to junior colleges, to publish a pamphlet for the information of individuals, organizations and other groups interested in the formation of junior colleges.

The high school textbooks offered by publishers for inclusion in the list of high school textbooks were approved by the board.

The date of the next annual joint meeting with the State Teachers College presidents was set for April 8, 1927, during the week of the next quarterly meeting of the board.

The board approved the appointments made by the director of education to teachers college positions since October, 1926.

Miss Helen Heffernan, commissioner of elementary schools, announced that the music conference would be held at Long Beach, February 17-19, 1927, which was approved by the board.

The following regulations recommended by the commissioner of credentials were approved by the board:

"Effective November 30, 1929, the vocational arts type credential be limited to trade and

industrial classes organized under the provisions of the Federal and State Vocational Education Acts and in accordance with the California State plan of vocational education, and to adult classes."

A committee of commercial teachers, composed of Louis Davy of Bakersfield, G. J. Badura of Fortuna and Edward Goldberg of Sacramento, appeared before the board to present a request that the board reconsider its rule "That after July 1, 1927, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling and commercial arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard."

#### Commercial Subjects

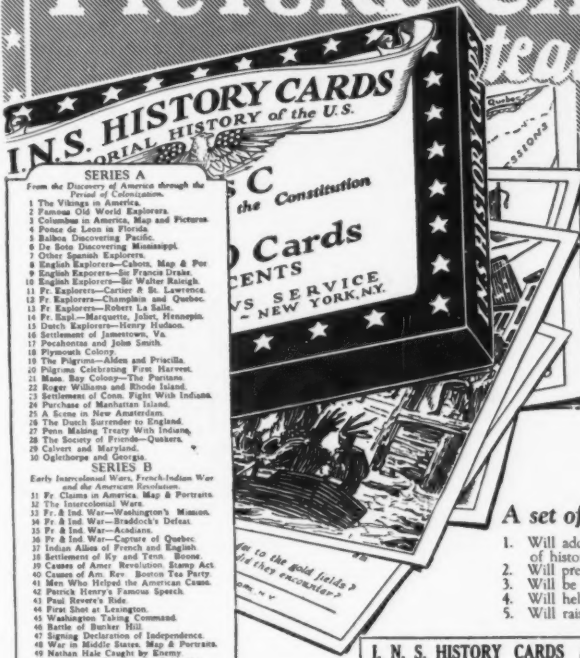
The commercial teachers are of the opinion that commercial arithmetic is very necessary in the high school and that they can present the subject in such a manner that it will be truly secondary in character. In accordance with the recommendation of Commissioners Ricciaradi and Werner and the representatives of the commercial teachers, the board changed its rule to read as follows:

"After July 1, 1927, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling and arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard."

The board authorized Ira W. Kibby, supervisor of rehabilitation, to attend the National Rehabilitation Conference called by the Federal Board for Vocational Education, to be held at Memphis, Tenn., March 28-31, 1927, and to visit schools for handicapped children in other Eastern cities.

The board authorized Helen Heffernan, commissioner of elementary schools, and R. J. Werner, commissioner of secondary schools, to attend the National Department of Superintendence meeting at Dallas, Tex., in February.

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From the Beginning of the Civil War to the Present Time.

- 91 Abolitionists.
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### Sabbatical Leave for Teachers

**A**S A RESULT of the excellent report on Sabbatical Leave prepared by a committee of the California Council of Education and published in the *Sierra Educational News* for May, 1925, numerous requests have been received at headquarters for further information and references concerning this important development. Sabbatical leave is coming to be generally recognized as an imperative feature of any comprehensive program for the professional improvement of teachers and for the maintaining of adequate educational standards.

Reproduced herewith is a brief bibliography of important references, as furnished us by the Librarian of the United States Bureau of Education.—Ed.

**Absence with pay granted to high school teachers in 132 representative cities of the United States.** *Educational* bimonthly, 8: February, 1914. Last column of Table V of insert accompanying: Salaries and teaching conditions, by William Taggart McCoy and Theodore Lincoln Harley.

The four largest cities, viz: New York, Chicago, Philadelphia and St. Louis have none.

**Belcher, Katharine F.** The sabbatical year for the public school teachers *Educational review*, 45: 471-84, May, 1913.

Argues for this plan, giving a list of cities that have put it in operation.

Also reprinted from *Educational Review*.

**Boston's half-pay plan.** *Journal of Education*, 64: 424, October 18, 1906; 65: 605, May 30, 1907. Also, *School Journal*, 74: 445, May 4, 1907.

In practice since September 1, 1906. For study: one year's leave with half-pay, after seven years of service. One year for rest, after twenty-one years of service.

**Bradford, Mrs. Mary D.** Motives for increasing professional interest and growth of teachers. *American school board journal*, 50: 16-17, March, 1915.

Discusses, among other things, sabbatical leave in elementary and high schools.

**Cheney (Washington) State Normal School.** Half-pay plan. *Journal of Education*, 65: 268, March 7, 1907.

Gives teachers every sixth year on half pay, for study.

**Denver, Colorado.** Principals' Association. The sabbatical year. *Colorado School Journal*, 28: 16-18, October, 1912.

Gives some replies to a questionnaire sent to teachers who had been granted a sabbatical leave of absence.

**Jones, Lillian M.** The sabbatical year. *Educator-Journal*, 15: 572-73, July, 1915.

**Kagan, Josiah M.** (The Cambridge plan of granting sabbatical leave to teachers; inaugurated, 1896) in *New England Modern Language Association*. Report, 1905, p. 16.

After teaching in Cambridge schools for ten years; amount granted, one-third salary, not to exceed \$500.

**Kagan, Josiah M.** Leave of absence for study abroad. In *New England Modern Language Association*. Report, 1905, pp. 13-19. System, and grant, of foreign countries and cities, pp. 15-16.

**Kirkpatrick, E. A.** Sabbatical year in state educational institutions. *School and society*, 3: 783-84, May 27, 1916.

**Kock, Henry E.** The sabbatical leave for teachers. *American School Board Journal*, 52: 10, 80, June, 1916.

**Leave of absence for Boston teachers.** *Journal of Pedagogy*, 20: 7, September-December, 1907.

**Luckey, G. W. A.** Sabbatical year, or leave of absence of teachers in service for study and travel. *School and society*, 14: 115-20, September 3, 1921.

**Meyer, A. W.** Leaves of absence in American universities. *School and society*, 2: 356-60, September 4, 1915.

**Mowry, Duane.** Sabbatical year for the public school teacher. *Educational review*, 46: 190-92, September, 1913.

(**Newton, Mass.**, inaugurates the "Sabbatical year," 1907). In *Newton, School committee. Annual report, 1908*. Newton, Newton Graphic Press, 1909, pp. 51-53.

**Ruediger, William C.** Sabbatical years. In his agencies for the improvement of teachers in service. Washington, Govt. Print. Off., 1911. p. 113-14. (U. S. Bureau of Education. Bulletin, 1911, No. 3.)

**Sabbatical leave of absence for professors.** In U. S. Bureau of Education. Report of the commissioner, 1904. v. 2, p. 1417-18.

(**Sabbatical leave is granted by Boston, Brookline, Cambridge, Newton**). *American School Board Journal*, 40: 23, May, 1910.

**Talbert, Lillian.** Sabbatical year. *Western Journal of Education*, 23: 8-10, June, 1917.

\* \* \*

### World Heroes

**"WHO ARE the twelve greatest world heroes?"** has been answered according to the judgment of thousands of high-school boys and girls of more than thirty countries who participated in the competition established by the World Federation of Education Associations.

The list, arranged according to the number of votes each one received, was as follows: Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Johann Gutenberg, David Livingstone, and George Stephenson.

Essays came from nearly all countries of Europe—as well as from every one of the United States, from Canada, Mexico, Porto Rico, the Philippines, Turkey, Persia, Morocco, and even from far-off Tasmania.

Although the members of the Committee of Award had no clue to the origin and authorship of the essays, it is gratifying to discover, that five of the twelve prizes are going to students in foreign countries, and that five of the twelve essays were written by girls. It is an interesting and really remarkable coincidence that the prize for the best essay on David Livingstone goes to a student in the High School for Girls in Pretoria, South Africa. The High School in Burlington, N. J., has the extraordinary distinction of winning two of the twelve prizes. A boy in that school receives the prize for his essay on Pasteur, and a girl receives the prize for her essay on Lincoln.



# REVELATION

## TOOTH POWDER

**Cleanliness** without injury to tooth structure or gum tissue is the most essential necessity in a dentifrice.

**Injurious substances**—as GLYCERINE, GRIT, CHLORATE OF POTASH, or any CORROSIVE COMPOUND should not be incorporated in the manufacture of a dentifrice.

**Glycerine** is a depletant, also an irritant. It absorbs the moisture from the tissues, which naturally will recede, weakening the gum margin and exposing the membrane covering the roots of the teeth, causing sensitiveness and



bleeding. The moisture in the gum tissue is essential to the healthy condition of the membrane.

**Grit**, even though softer than the enamel, will be forced by the tooth brush

between the gum margin and the tooth, thereby causing inflammation and subsequent gum ailments.

**Chlorate of Potash** is an irritant and can be classed as a corrosive compound and should never be used in a dentifrice.

**Revelation Tooth Powder** is never in paste form and contains none of the above-mentioned drugs.



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### California Teachers' Association, Northern Section—Report of Treasurer

J. D. SWEENEY, Red Bluff

#### Receipts for Year

January 1, 1926

Balance on hand.....	\$4,556.71
From L. A. Wadsworth.....	555.00
From Minnie M. Gray.....	9,281.00
Interest for 1926.....	210.70

Total ..... \$14,603.41

#### Disbursements for 1926

E. C. Browne.....	\$ 5.75
F. E. Frazer.....	3.78
Estella Forcum.....	7.36
S. M. Chaney.....	5.10
Charles C. Hughes.....	3.95
Hapeman Company.....	10.50
Minnie M. Gray.....	123.21
George T. Berry.....	20.05
Charles H. Camper.....	22.18
Jennie Malaley.....	11.82
C. K. Studley.....	20.58
R. R. Hartzell.....	25.30
J. D. Sweeney.....	28.06
Vivian V. Long.....	400.50
H. H. Sauber.....	11.71
California Teachers' Ass'n.....	4,362.00
Elizabeth Hughes.....	371.03
Schwabacher-Frey Co. ....	11.71
Irene Burns.....	5.00
Harriett S. Lee.....	4.34
Ella Austin.....	7.00
E. J. Fitzgerald.....	10.25
Dan H. White.....	5.00
Henry C. Swain.....	7.50
Oroville Register.....	12.00
Paxton Floral Co.....	10.00
R. E. Golway.....	350.00
Engel and Meinert Floral Co.....	25.00
Balance January 1, 1927.....	8,710.98

Total ..... \$14,603.41

\* \* \*

### California Teachers' Association, Bay Section—Report of Treasurer

For the Year Ending January 8, 1927

#### Receipts

##### C. T. A. Funds:

Jan. 6, 1926—balance .....	\$ 8,668.22
Received from 6,980 dues at \$3.00 .....	\$20,940.00
Received from 1 due at \$1.00.....	1.00
1925 dues, Placement Division.....	342.00
1926 dues, Placement Division.....	296.00
Interest on savings account to Jan. 1, 1927.....	425.86

Total receipts for year C. T. A. funds.... 22,004.86

Total receipts, balance C. T. A. funds....\$30,673.08

#### Expenditures

##### C. T. A. Funds:

President's Expense .....	\$ 600.00
6980 State dues at \$2.00.....	13,960.00
Office Equipment .....	343.31
Office Rent .....	225.00
Secretary Salary, clerical and expenses .....	2,257.80

Postage .....	162.20
Executive Committee Expense .....	13.80
Bay Section Traveling Expense .....	553.03
N. E. A. Committee .....	41.01
N. E. A. Delegates .....	1,800.00
Telephone .....	177.81
Publicity Expense .....	136.10
Printing .....	74.25
Classroom Section .....	32.05
California Society for study of Secondary Education .....	100.00

Total Expenditures C. T. A. funds..... 20,476.36

Balance C. T. A. Accounts.....\$10,196.72

#### RECEIPTS

##### Institute Funds:

Income from Superintendents...\$5,291.50

#### EXPENDITURES

Main Speakers .....	\$3,132.76
Section Speakers .....	1,416.75
Section Expenses .....	205.61
Music .....	258.00
Public Address System .....	100.00
Printing .....	909.40
Clerical Messenger, etc. ....	216.78
1925 Institute Bills paid in 1926 .....	122.50

Total Institute Expenditures.. 6,361.80

Institute deficit ..... 1,070.30

January 8, 1927, Cash balance for New Year..... \$ 9,126.42

## New Books for Educators

### ADULT EDUCATION

By JOSEPH K. HART, of *The Survey*.....\$2.75

A strong criticism of existing educational methods. Dr. Hart believes that not only is our present system wrong, but that not enough stress is laid upon the further education of adults. He has made a close study of educational conditions both in this country and abroad.

### FEDERAL AND STATE SCHOOL ADMINISTRATION

By WM. A. COOK, *Univ. of Cincinnati*....\$2.75

A textbook for students taking their first survey of the wider administrative aspects of our public school system. The aim has been to avoid provinciality, and to stress national more than local aspects of public education.

### SCHOOL SUPERVISION IN THEORY AND PRACTICE

By ELLSWORTH COLLINGS, *Univ. of Okla.*...\$2.75

This discussion attempts to present an improvement of supervision. The improvement advocated has been experimentally tested over a period of years. Stimulating to teachers, supervisors, principals and superintendents.

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### Mariposa County Teachers' Association

**W**E HAVE a regular monthly meeting once every four weeks in the Mariposa Grammar School. The aim of our organization is to promote a more definite understanding, among the teachers, of the objects to be obtained in the different courses offered in our school system and of the methods most successful in attaining them. At each meeting some one subject is particularly emphasized, discussion being led by two or three teachers especially interested in that subject. In addition, questions which have arisen in the daily work of the teachers are brought up and discussed. Although the association has just been organized, the teachers of the county have already gained much benefit from it and are loyally supporting it.—JEANNETTE BORTE, *Secretary, Clearinghouse, Mariposa County, California.*

\* \* \*

**E**LDRIDGE Entertainment House, Inc., with offices in Denver, Colorado, announces numerous new titles in its large series of entertainments, plays and Teacher's helps. Specials in costumes for wee ones, contest orations for high schools, commencement specialties and short verses for little people, are leaders among the new numbers. The Eldridge Books are in wide usage throughout the schools of America.

\* \* \*

### Oakland High Schools

**O**AKLAND Public Schools—an Open Door to Opportunity, is the title of a bulletin issued recently by the Oakland school department. This publication is intended to give information such as would permit students to select intelligently the lines of work in the secondary schools that is best fitted to their abilities and interests. A careful reading of the bulletin will also give to taxpayers and citizens a knowledge of the activities of the Oakland secondary schools such as few possess at this time.

The materials have been assembled with great care and organized in such manner that brief, succinct statements carry the essence of the whole story. The cuts and illustrations are not only well-selected but fit the text admirably which is more than can be said regarding many text books and publications. The pictures themselves carry their own stories. A matter for favorable comment is the typographical work and the splendid press-work. These, together with a fine quality of paper, produce a bulletin of more than usual value.—A. H. C.

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ACID  
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—Emerson.

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Superintendent of Cincinnati Schools and  
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**Book II—High and Far—Grade V.**

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### Highest Award to Compton's

FOR the first time, an International Jury of Awards has given highest honors to an American Encyclopedia. The Medal of Honor, the highest award accorded any children's encyclopedia or reference book, was awarded Compton's Pictured Encyclopedia by this distinguished body convening at the Philadelphia Exposition.

A new work—but five year old, in its first international exhibit, Compton's Pictured Encyclopedia won in competition with children's publications which were on the market even before Compton's had its inception. In its first supreme test of merit it rose to the highest award issued—The Medal of Honor. It was rated highest of all children's Reference Books by the Supreme International Jury of Awards. A victory for American Encyclopedias—a distinct honor for Compton's.

The schools and libraries of the country have given it national endorsement. Its recognition is attested by the fact that it is now in its eighth new edition. A tremendous sale in England. An Italian translation just off the press. New and up to date subject matter—greatest collection of pictures ever published—charming, easily read text—interesting to the point of stimulating a desire for knowledge—these no doubt were important factors that led The International Jury of Awards to officially stamp Compton's as the best children's encyclopedia in present circulation.

\* \* \*

PROFESSOR WILLIS LUTHER MOORE, distinguished meteorologist, has retired from active service and is living in Pasadena (51 State Street). For eighteen years he was chief of the United States Weather Bureau, for five years he served as President of the National Geographic Society. The Royal Institution of London, England, heard him in 1912, as one of the lecturers at that venerable assembly. Professor Moore has made a shining record as orator, lecturer, scientist and raconteur. He is available for lecture engagements. His themes are: "The Story of the Air," "Reminiscences of the Chief Weather Man," "God in the Winds."

\* \* \*

FOR the purpose of re-drafting the N. E. A. constitution and by-laws, President Blair has appointed a new committee, headed by Superintendent P. P. Claxton, City Schools, Tulsa, Oklahoma. Arthur H. Chamberlain, representing the Pacific Coast, has been named as a member of this committee.

### Playground Beautification

THE three highest awards of the Harmon Foundation in the playground beautification contest among 189 communities have been won by Green Bay, Wisconsin, La Porte, Indiana, and Stillman Valley, Illinois, according to the Playground and Recreation Association of America, which conducted the contest.

The playgrounds taking first place will each receive \$500 in cash from the Harmon Foundation and \$50 in nursery stock from co-operating nursery companies. Thirty other communities ranging in population from 800 to 169,000 will receive smaller awards of \$50 in cash and \$50 in nursery stock.

The awards were based not on the final beauty of the playgrounds but on the progress in beautification during the period of the competition. It was the intent of the donors of the awards not simply to reward communities for having beautiful playgrounds but rather to encourage the movement for permanent beautification of the places where children and adults play.

\* \* \*

THE American Federation of Teachers, organized April 15, 1916, is affiliated with the American Federation of Labor. Its official Journal is "The American Teacher." The Secretary and Treasurer is: Florence Curtis Hanson, Chicago Women No. 3, 327 South La Salle Street, Chicago, Illinois. The President is: Mary C. Barker, Atlanta, Georgia No. 89, 685 Myrtle Street, Atlanta, Georgia.

The Legislative Representative and Vice President is: Selma M. Borchardt, Washington, D. C.

\* \* \*

### Ivory Soap

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Section for the Education of Crippled Children in connection with the meeting of the Department of Superintendence of the N. E. A. at Dallas, Texas, Monday, February 28, 1927. If you are interested in making school conditions for crippled children better and happier, do not fail to attend the Dallas meetings of the National Association of Teachers of Crippled Children.

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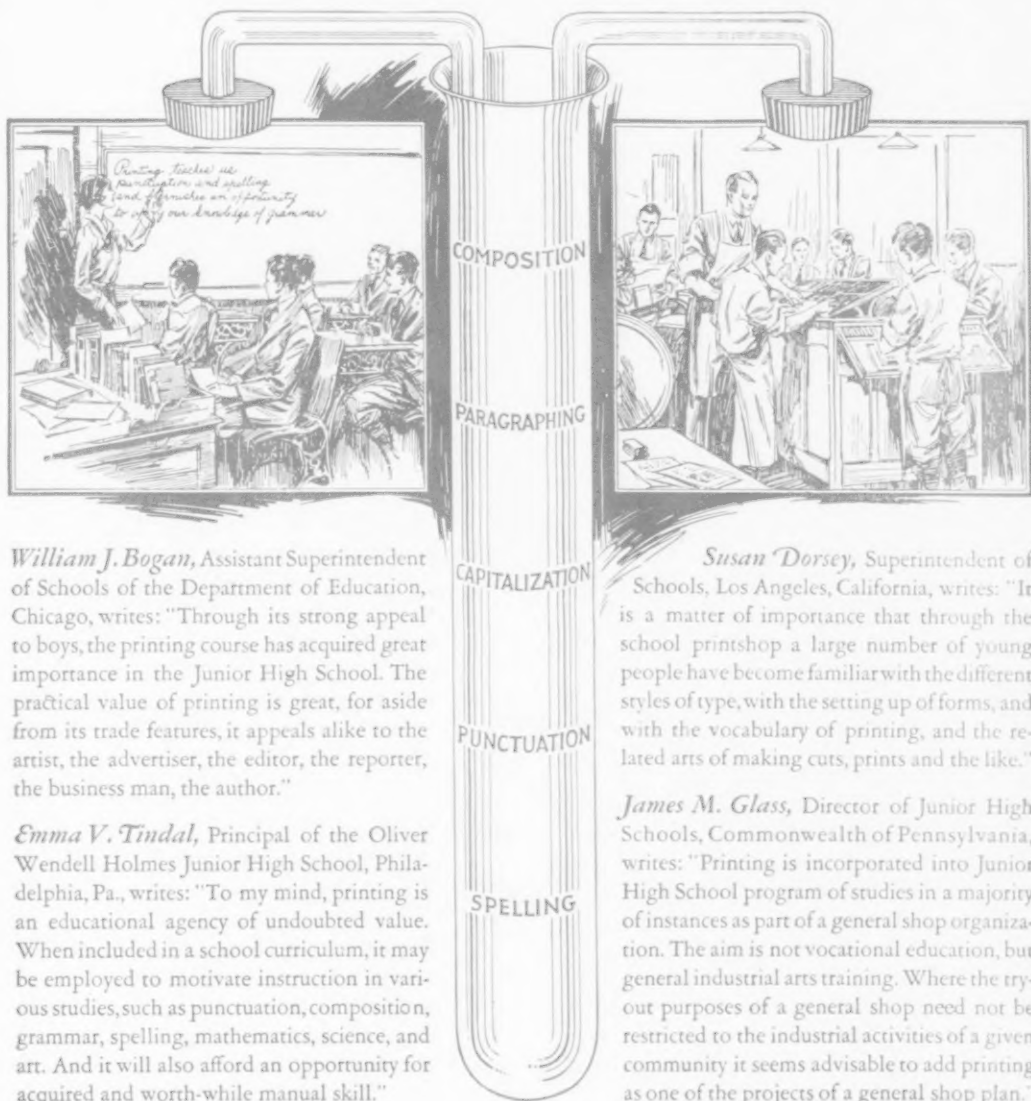
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# THE TEST OF PRINTING

*The Conclusions of Prominent Educators*



*William J. Bogan*, Assistant Superintendent of Schools of the Department of Education, Chicago, writes: "Through its strong appeal to boys, the printing course has acquired great importance in the Junior High School. The practical value of printing is great, for aside from its trade features, it appeals alike to the artist, the advertiser, the editor, the reporter, the business man, the author."

*Emma V. Tindal*, Principal of the Oliver Wendell Holmes Junior High School, Philadelphia, Pa., writes: "To my mind, printing is an educational agency of undoubted value. When included in a school curriculum, it may be employed to motivate instruction in various studies, such as punctuation, composition, grammar, spelling, mathematics, science, and art. And it will also afford an opportunity for acquired and worth-while manual skill."

*Susan Dorsey*, Superintendent of Schools, Los Angeles, California, writes: "It is a matter of importance that through the school printshop a large number of young people have become familiar with the different styles of type, with the setting up of forms, and with the vocabulary of printing, and the related arts of making cuts, prints and the like."

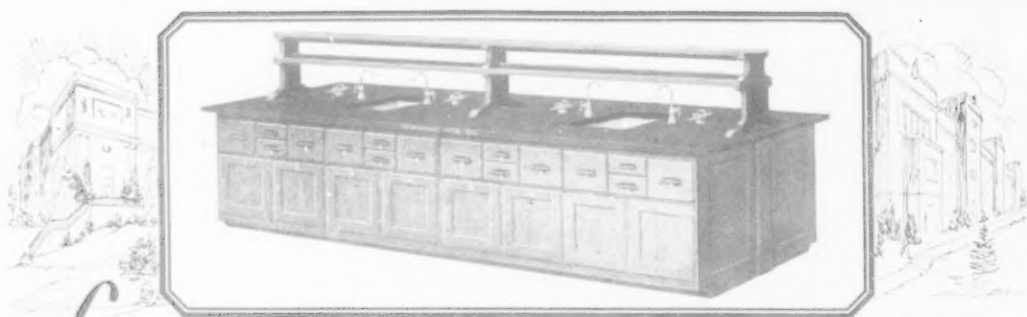
*James M. Glass*, Director of Junior High Schools, Commonwealth of Pennsylvania, writes: "Printing is incorporated into Junior High School program of studies in a majority of instances as part of a general shop organization. The aim is not vocational education, but general industrial arts training. Where the try-out purposes of a general shop need not be restricted to the industrial activities of a given community it seems advisable to add printing as one of the projects of a general shop plan."

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